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ABSTRACT

This report examines state policies and policy development activities regarding student preparation for college. Three policy areas are the focus of the analysis: (1) raising admissions requirements for public four-year colleges, (2) providing regular feedback to high schools on student preparation, and (3) establishing statewide merit aid programs. It is reported that the most common change that states imposed in admissions was the establishment of high school course requirements, followed by policies regarding academic achievement standards. The establishment of formal feedback systems to provide high schools with data on the academic performance of their recent graduates in college have been only partially fulfilled, with 24 states having no mandated policy of feedback from colleges to schools. Twenty-seven states, however, have established a policy that feedback systems should be in place and 19 of these have fully established feedback systems. Statewide merit aid programs are present in 30 states totalling 41 merit aid programs. Twenty states are considering initiatives in one or more of the three policy areas discussed, and a total of 28 initiatives are either under consideration or in development within these states. (GLR)

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RAISING STANDARDS

State Policies to Improve Academic Preparation for College

Westat, Inc.
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RAISING STANDARDS

State Policies to Improve Academic Preparation for College

December 1992

Prepared for:

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EXECUTIVE SUMMARY

This report examines state higher education policies that influence student preparation for college. Three policy areas are the focus of this state-by-state analysis: raising admissions requirements for public four-year colleges, providing regular feedback on student preparation to high schools, and establishing statewide merit aid programs.

Formal Statewide Postsecondary Admissions Requirements

When a state adopts more stringent college admissions requirements, it may encourage high schools to strengthen their college preparatory curricula. A more demanding college preparatory curriculum will not only ensure that students meet minimum admissions requirements, but may also reduce the need for remediation at the college level. For students, this can result in immediate placement into credit bearing courses and avoid tuition costs for noncredit remedial courses. For states, this can reduce the necessary administrative costs for remedial courses.

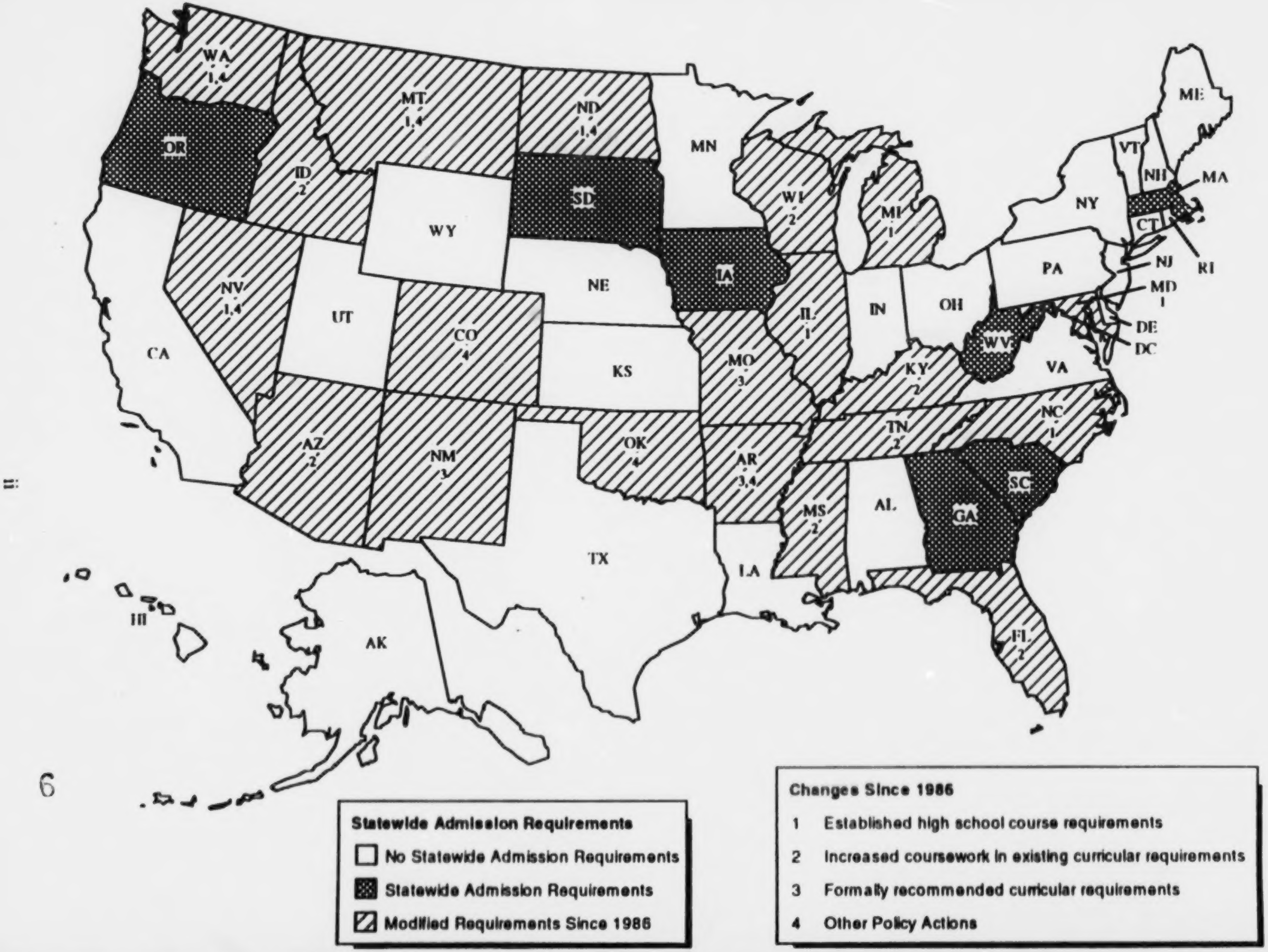
Approximately one-half (27) of all states have minimum requirements beyond a high school diploma or GED for admission to their four-year public postsecondary institutions; 24 have no statewide requirements. Such requirements are either mandated by the state legislature, recommended by a higher education agency, or imposed by the state Board of Regents.

Of these 27 states, 20 have established or modified requirements through one or more specific actions since 1986. Figure 1 presents the distribution of statewide admissions requirements and recent changes by state. Actions taken by the 20 states fall into four broad categories.

- The most common change was the establishment of high school course requirements. Eight states imposed curricular requirements that outlined the number of years of coursework to be completed in particular subject areas. A typical curricular requirement is four years of English, three years of mathematics, three years of science, and three years of social science. In addition, many of the curricular requirements specify courses within the subject areas (e.g., three years of mathematics requires Algebra I & II and Geometry).

- A total of seven states increased the coursework in one or more curricular areas. Four of these states increased the number of years to be completed in mathematics and science. Generally, this increase was from two to three years. Two of these states added a foreign language requirement of two years. Four of these states added or increased the number of years to be completed in other courses (e.g., social science, computers, or academic electives).

Figure 1. Distribution of Statewide Admission Requirements and Recent Changes : As of April 1992.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FL 2
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AK
Statewide Admission Requirements
☐ No Statewide Admission Requirements
▩ Statewide Admission Requirements
▨ Modified Requirements Since 1986
Changes Since 1986
1 Established high school course requirements
2 Increased coursework in existing curricular requirements
3 Formally recommended curricular requirements
4 Other Policy Actions

- Seven states took a variety of other policy actions including: establishing an admissions index (a combination of ACT or SAT scores, class rank, and high school GPA); establishing or increasing minimum high school GPA requirements; or establishing or increasing minimum ACT or SAT entrance scores.

- Three states formally recommended curricular requirements to be adopted by state colleges and universities; however, the institutions were not required to implement this recommendation.

Feedback from Colleges to High Schools on Student Preparation

Recently, states have sought to enhance student preparation through feedback systems. Formal feedback systems require colleges to provide high schools with data on the academic performance of their recent graduates in college. Feedback systems can improve the academic preparation of students for college in several ways. A smoothly functioning feedback system can assist high schools in preparing students through more focused counseling, teacher training, and curriculum development. Such efforts may reduce the demand for remediation at the postsecondary level. A statewide system can provide high schools with uniform information from all public institutions of higher education.

The majority of existing feedback systems were established in the 1980s; only three systems were established prior to 1980. Feedback systems vary in complexity and extent of implementation, as follows.

- No policy established. Twenty-four states have no mandated policy of feedback from colleges to schools. In nine of these states, a few postsecondary institutions employ informal feedback procedures. In three other states, some institutions have implemented formal feed back systems without state mandate.

- Formal policy established. Twenty-seven states have established a policy that feedback systems should be in place. Nineteen have fully established feedback systems mandated by the legislature or the postsecondary governing board. Five states have recently passed legislation or developed a policy through the postsecondary governing board. Three states have formal guidelines encouraging institutions to report to high schools, but the institutions have been slow to act on the recommendations.

Table 1. Prevalence of Statewide Feedback Systems and the Level of Institutional Activity, by State: April 1992

	No Formal Policy				Formal Policy			
	Total	No Institutional Activity	Weak Institutional Activity	Established Institutional Activity	Total	Newly Established	Weak Implementation	Full Implementation
State		AL, CT, DE, DC, KS, ME, MA, MS, NH, PA, SD, UT	AK, HI, IN, MT, NE, NY, RI, VT, WA,	CA, IA, MN,		CO, KY, MD, ND, WV	ID, NM, VA	AZ, AR, FL, GA, IL, LA, MI, MO, NV, NJ, NC, OH, OK, OR, SC, TN, TX, WI, WY
Total	24	12	9	3	27	5	3	19

Statewide Merit Aid Programs

Merit-based aid programs motivate students to work diligently throughout high school and encourage them to plan for college. The incentives, which are designed to reward academically superior high school students, may include cash awards, tuition-waivers, or full scholarships at state institutions.

While this section focuses on strictly merit based programs, some states incorporate a financial need criteria into their merit aid programs. In the typical merit aid program described here, students must fulfill one or more of the following to receive aid: a GPA of 3.5 or higher, a minimum of 1,100 on the SAT or a 27 on the ACT, or a rank in at least the top 20 percent of the class.

- Thirty states reward high-achieving high school students through a total of 41 merit aid programs.
- Of those 41 programs, 14 make awards that are $1,000 or below. Another 14 programs dispense awards between $1,500 and $4,000. Three programs offer awards above $4,000. Ten programs will pay for a student's tuition and fees at the institution enrolled. The monetary value of these awards is difficult to determine because tuition and fees vary widely between states and institutions.

Table 2. Award Amount for Merit Aid Programs, by State: April 1992

	Amount of Award									
	Below $1,000	$1,000	$1,500	$2,000	$2,500	$3,000	$4,000	Over $4,000	Tuition & Fees	Total
State	IN,IA, KS,LA (2), NJ,VT,WA	DE,IL, LA,NJ (2), OH	GA,MT (2), SD	AR,FL, MO	FL,ID	MD,VA	FL,TN, WI	HI,OK, SC	CO,DE, ND,OR (2), TX (2), WV,WY (2)	
Total	8	6	4	3	2	2	3	3	10	41

Notes: Numbers in ( ) reflect the number of programs administered by a state found within the same award category.

Some award amounts have been rounded for classification.

While close to 60 percent of the states have at least one merit aid program, several states have terminated their merit aid programs or reduced the number of awards due to funding difficulties. Specifically, at least three states recently terminated an established merit-based program because of budget cuts (the District of Columbia, Massachusetts, and New York). Furthermore, several states indicated that funding disputes are delaying the establishment of new merit aid programs.

In addition to motivating students to work diligently throughout high school and plan for college, statewide merit aid programs may influence students who would have attended an out-of-state institution to pursue higher education in their home state.

Future Initiatives

Twenty states are considering initiatives in one or more of the three policy areas discussed in this report. Furthermore, several of these states are reviewing their policies pertaining to student preparation. A total of 28 initiatives are under consideration or development in these 20 states:

- Ten states are considering developing some type of feedback system, and two states are reviewing the effectiveness of their feedback systems.
- Six states are considering the establishment of admissions requirements. Six states are reviewing their current admissions requirements to determine if changes are necessary.
- Two states are trying to establish merit aid programs.

- Two states are considering broader endeavors. Missouri has established a task force which, among other charges, will examine access to postsecondary institutions and how to prepare students for college. Tennessee has just passed its 21st Century Challenge Plan outlining goals to improve the state's school systems.

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INTRODUCTION

Many education experts believe that the educational hurdles faced by high school students are not high enough, and that more demanding standards will improve the quality of high school graduates. Low standards may help account for the many college freshmen who are unprepared for rigorous courses--studies show that a large portion of college students enroll in remedial courses. In a similar way, high schools are vulnerable to colleges; they must adapt to shifts in the policies and practices of the colleges and universities they serve. For example, college entrance requirements often serve, in effect, as high school graduation requirements. Furthermore, colleges and universities can influence the preparedness of entering freshmen by providing feedback to high schools on the success of their recent graduates and by offering incentives such as merit scholarships.

This report examines the current and planned policies and practices (as of early 1992) of the states in three areas related to improving student preparation for college, including raising admissions requirements for public four-year colleges, providing regular feedback on student preparation to high schools, and establishing statewide merit aid programs. This report describes these three policy areas for all 50 states and the District of Columbia on a state-by-state basis.

- **Formal Statewide Postsecondary Admissions Requirements**

  To inspire achievement, high school students must be able to perceive that their future will depend to some extent on their academic performance. Education reformers have determined that an important way to improve the schools is to clarify for students that working hard in school does matter. One way to clarify the issue for students is to have high standards for college admission. Many states have adopted statewide requirements for admission to all public four-year colleges. Such requirements typically include a minimum number of courses in specific subject areas like English, social sciences, and mathematics. Of course there have always been selective institutions, but the significance of uniform standards applied at the state level is that students know that there is less chance to evade difficult school work if they want the rewards of a college education.

- **Feedback from Colleges to High Schools on Student Preparation**

  Colleges have information on how well students perform as freshmen in various basic courses. This information can be provided to high schools, allowing the schools to reinforce the most needed knowledge and skills. While there are a number of colleges that provide this information, the most effective programs are statewide. The type of system established in a state defines the degree of articulation and accountability between the postsecondary and secondary sectors within that state.

- **Statewide Merit Aid Programs**

  Another way of making clear the connection between a student's academic performance and future rewards is to make some financial assistance available only to those who meet high standards. Many states have instituted various types of merit scholarships.

State summaries contained in this report also include proposed and planned policies and programs related to each of the above three policy areas.

The information in this report was obtained from state higher education officials between December 1991 and April 1992. The report includes an executive summary, an overview of each state's activities in each relevant area, and a matrix summarizing policies and programs by state.

SECTION ONE:

STATE SUMMARIES

Admissions Requirements

- There are no statewide admissions requirements. Each of the 16 four-year public institutions in the state sets its own admissions standards. Standards for admission to four-year institutions are set by the governing boards of the individual institution.

- Three of the four-year institutions in the state (Alabama State University, Jacksonville State University, and the University of North Alabama) and all two-year colleges require students to be high school graduates or GED recipients.

Feedback from Colleges to High Schools on Student Preparation

- Alabama currently has no statewide feedback system to inform high schools of the academic preparedness of their recent graduates who attend state universities. But this type of initiative is in the early planning stages (see future initiatives, below).

Statewide Merit Aid Programs

- Alabama does not provide funding for statewide merit aid programs.

Future Initiatives

- The state is working on developing a program to provide high schools with progress information on first-year freshmen. This program is only in the early stages of development, thus specific information on the program is not available.

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Admissions Requirements

- Admissions requirements for Alaska postsecondary institutions are set by the governing board of each institution.

University of Alaska at Fairbanks

- Eligible students must have a high school diploma or GED, submit ACT or SAT scores, and complete the following high school core curriculum:

Subject	Prior to 1991 (GPA of 2.0)	As of Fall 1991 (GPA of 2.5)
English	3 years	4 years
Mathematics (College Preparatory)	2 years	3 years
Social Science	2 years	3 years
Natural Science	2 years	3 years
Electives (Foreign Language recommended)	2 years	3 years

University of Alaska at Anchorage

- Eligible students must have a high school diploma or GED, maintain a high school GPA of 2.5, and submit SAT or ACT scores. The following high school courses are recommended:

Subject	Recommended
English	4 years
Mathematics (College Preparatory)	3 years
Social Studies	3 years
Natural Science	3 years
Electives (Foreign Language recommended)	3 years

University of Alaska Southeast

- Since 1989, eligible students must have a high school diploma or GED. The following high school courses are recommended:

Subject	Recommended
English	4 years
Science	2 years
Mathematics	3 years
Social Sciences	1 year
Electives (Foreign Language recommended)	2 years

- Prior to 1989, no high school curriculum was recommended and students 18 or older were not required to have a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- Although there is no statewide policy requiring state postsecondary institutions to report to high schools the academic preparedness of their graduates for college, a few public institutions are providing high schools with this information by request or through an informal network.

- The University of Alaska at Fairbanks will provide high schools with freshman grades for specific courses upon request.

- The University of Alaska Southeast maintains an informal network with the counselors at Juneau High School. The university notifies counselors of the placement of their graduates in freshman English and math courses (i.e., if a student was placed in a remedial, regular, or advanced class).

Statewide Merit Aid Programs

- Alaska does not administer any statewide merit aid programs.

Future Initiatives

- There is no new legislation currently under consideration or being developed that relates to these policy areas.

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Admissions Requirements

- Arizona's most recent changes to its admissions requirements for four-year institutions became effective in 1990 for nonresident students and will take effect for resident students in the fall of 1992. The latest modifications included increasing the math credits necessary for admission, requiring laboratory science courses, and allowing a combination of high school and college courses to satisfy requirements. Arizona's admissions requirements to its four-year institutions contain rules which apply to both high school graduates as well as transfer students from two-year schools because transfer students constitute almost 90 percent of the new students at the state's four-year colleges.

- An applicant to a four-year Arizona institution must meet both General Aptitude and Basic Competency requirements to be admitted.

- An applicant can demonstrate General Aptitude through any of the following: ranking in the upper 25 percent of his high school class or earning a cumulative GPA of 3.0; earning a 23 on the ACT or a combined SAT score of 930 for Arizona residents; earning a 24 on the ACT or a combined SAT score of 1,000 for non-residents; earning 12-35 college credit hours in academic subjects and a 2.0 GPA for Arizona transfer students; or earning 12-35 college credit hours and a 2.5 GPA for non-resident transfer students.

- Basic Competency requirements are met by earning a 2.0 in the following required courses: four years of English; three years of Mathematics; two years of Laboratory Science; and two years of Social Science. Basic Competency can also be satisfied through a combination of high school and college courses (e.g., for the English requirement, three years during high school plus a three-hour college course in-lieu of four years during high school).

- The Arizona Board of Regents sends a booklet, *Ready for Success*, to 8th and 9th graders statewide which outlines the high school courses necessary for admission to a four-year institution.

- Admission to an Arizona two-year institution requires a student to be a high school graduate or GED recipient; 18 years of age or older and is able to demonstrate evidence of potential success in a community college; or is a transfer student in good standing. If under 18 and without a diploma or a GED, then under new legislation, students must score a minimum combined score of 930 on their SAT or a 22 on their ACT entrance exams. This is a change from prior policy which admitted these students if they scored above the 90th percentile on either the SAT or the ACT.

ARIZONA

Feedback from Colleges to High Schools on Student Preparation

- Since 1986, the Arizona Board of Regents requires all public institutions to submit annually the average grades for remedial, regular, and accelerated freshman English and math courses. The Board disseminates this information to high schools as part of its state report card.

Statewide Merit Aid Programs

- Arizona does not administer any statewide merit aid programs.

Future Initiatives

- The Board of Regents is considering adding a foreign language requirement to the current four-year institution admissions requirements that would go into effect in the late 1990s.

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Office of the Chancellor, University of Nevada System. (1991). *Summary of WICHE States' Resident Undergraduate Admissions Requirements for Public Four-Year Colleges and Universities.* Reno, NV: Author.

Admissions Requirements

- In 1988, public institutions were required by law to set minimum ACT test score requirements for admission to state four-year institutions. These requirements were raised in 1990 and a recommended high school core curriculum was developed. Prior to 1988, each institution established their own admissions requirements. The minimum course recommendations are:

Subject	Recommended
English	4 years
Mathematics	3 years
Natural Science	2 years
Social Science	3 years
Foreign Language	1 year

- The current ACT requirements are minimum test scores of 19 on the English, Mathematics, and Reading components. The 1988 test score requirements were 17 on the English test and 16 on the Mathematics test, or 17 on the Composite test.

Feedback from Colleges to High Schools on Student Preparation

- In 1987, the Arkansas Legislature mandated that public universities and colleges provide freshman placement data to high schools beginning with the 1988 freshman class. The American College Testing Corporation (ACT) provides these data, under contract to the state Department of Higher Education.

- ACT compiles a report for each high school that provides the following data: percent of students required to take remedial courses; range of ACT test scores; and high school courses, GPA, and class rank. Colleges and universities supply ACT with the social security numbers of entering freshmen and their mathematics, english, and reading course placement. ACT compiles the other information from its own records.

Statewide Merit Aid Programs

- The Governor's Scholars Program was established by the Legislature in 1983 and awards a maximum of $2,000 per student to 100 students. Eligible students must have a 3.6 high school GPA in the recommended core curriculum or a 26 composite ACT score, and demonstrate leadership abilities. One scholarship is awarded per county and 25 are awarded across the state. The scholarship can be renewed for three years, provided the student maintains a 3.0 GPA and is enrolled in college full-time (24 credits per year). In

1991, the legislature increased the number of available scholarships to 150. However, the additional awards have yet to be funded.

Future Initiatives

- The Joint Interim Oversight Committee on Higher Education Reform of the Legislature will examine the number of students who require remedial instruction and its relationship to college admissions standard.

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CALIFORNIA

Admissions Requirements

- The California State University and the University of California systems set their own admissions requirements. The California State University system draws students from the top one-third of the senior class. Eligible students must be high school graduates that meet specific high school course requirements and an admission index--a formula which combines GPA and entrance exam scores.

- The University of California system draws students from the top 12 percent of the senior class. Admission to the system is based on meeting three requirements: required high school courses; a scholarship requirement; and entrance exams.

California State University

- In 1985, the Board of Trustees at the California State University adopted a 15-unit college preparatory curriculum to be successfully completed (minimum GPA 2.0) for first-time freshman admission. To ensure that high schools and students had sufficient time to respond to the requirements, a phase-in schedule was developed. The phase-in schedule gradually increases minimal admissions requirements from 10 units in 1988 to 12 units in 1989 to 13 units in 1991, and full implementation of the 15-unit curriculum in fall 1992. During the phase-in period, eligible students who do not complete the full 15 units are admitted on the condition that they will make up the missing units at the institution. The required high school courses and the number of units to be completed are:

Subject	Mandatory Fall 1992
English	4 years
Mathematics	3 years
U.S. History	1 year
Laboratory Science	1 year
Foreign Language	2 years
Visual/Performing Arts	1 year
Electives	3 years

- The California State University admission index is produced by a formula that combines a student's GPA and standardized test scores. If a student's GPA is 3.0 or higher, the index does not apply and the student is admitted regardless of test scores. If the student's GPA is below 2.0, the student does not qualify for regular admission. If the student's GPA is between 2.0 or 3.0, then the index formula is applied to determine admission:
  Formula = (GPA * 800) + SAT score or (GPA * 200) + (10 * ACT score)
  Required index for admission: SAT formula = 2800 ACT formula = 694

University of California

- In 1991, the UC Board of Regents modified the high school course requirements, with the modification to be effective fall 1994. The change did not increase the total number of units to be completed, rather, it redistributed the units within the subject areas.

Subject	Current Reqs.	Effective Fall 1994
English	4 years	4 years
Mathematics	3 years	3 years
U.S. History	1 year	2 years (1 year of world history, cultures, and geography)
Laboratory Science	1 year	2 years
Foreign Language	2 years	2 years
College Prep Electives (visual and performing arts, history English, social studies, advanced Math, laboratory science, and foreign language)	4 years	2 years (general science will not be accepted)

- The second admissions requirement for the University of California system is the Scholarship Requirement/Admission Index. Under this policy, if a student has a GPA of 3.3 or higher in the required high school courses, this requirement is met. If a student has a GPA of 2.77-3.3, the student must meet an Admission Index (a combination of GPA and entrance exam scores).

- The final admissions requirement is the submission of entrance test scores. Students must submit ACT or SAT scores and three College Board Achievement Tests, including English Composition; Math Level 1 or 2; and one of the following: English Literature, Science, Foreign Language, or Social Studies.

Community Colleges

- Students seeking entrance into California community colleges must have a high school diploma or its equivalent, or be at least 18 years old and capable of benefiting from instruction. All incoming students must take a skills assessment test to determine where the student should begin academic instruction, i.e., remedial or regular courses. Entering students without a high school diploma or the equivalent, must pass the high school equivalency test before entering a degree granting program.

Feedback from Colleges to High Schools on Student Preparation

- While the state of California does not require colleges and universities to report the academic preparedness of first-time freshmen to high schools, both state university systems have established feedback practices that provide high schools with such information.

- Since 1981, the California State University (CSU) has reported to state high schools the performance of their recent graduates through the Freshman Performance Report (FPR). This report collects data for high schools that have five or more students from a graduating class attending CSU. The report is divided into two sections. The first presents information for students who met regular admission standards. The second presents information for students who were admitted by special action or condition. Both sections report the following measures: distribution and persistence of freshmen; high school and college GPA; SAT scores; English Placement Test results; English Placement Test subtest means; Entry Level Math Exam results; and Entry Level Math Exam subtest means. Academic performance data are summarized by CSU campus and high school attended. Comparative data for all CSU first-time freshmen from California high schools are also provided.

- The FPR is distributed annually to district superintendents, principals, head counselors, and the chairs of high school English and mathematics departments. CSU sends a similar report to two-year institutions regarding the progress of their transfer students at the four-year institution.

- The University of California (UC) has sent academic performance data for recent graduates to high schools each year for over 50 years. The Performance Report collects data for all state high schools with at least one graduate attending UC. The report is divided into two sections. The first section is a summary comparing the overall educational achievement of first-year students from an individual high school with all other first-year students on a UC campus. Specifically, it reports the number of students attending UC, the specific campus, their admission status, the number who complete the spring quarter, and the number required to enroll in remedial English and mathematics courses. The second section compares the UC and high school transcripts for each student which includes admission status, college and major, standardized test scores, GPA, courses enrolled, units earned, and grades received.

- In the past, the summary section of the UC Performance Report was sent to high school principals, heads of high school English and mathematics departments, and the school district superintendent. The individual section report was sent only to principals and department heads. Like CSU, UC sent similar information to two-year institutions regarding the progress of their transfer students at the four-year institution. However, due to budgetary constraints, the UC system has suspended this broad distribution of the

Performance Report. Beginning with the report for the high school class of 1990, copies of the Performance Report will only be available by request.

- Currently, the University of California is evaluating the impact of the Performance Report at high schools and community colleges. UC wants to determine the effectiveness of the report in providing information that promotes school improvement and reform. Further, UC is seeking comments and recommendations on prior distribution procedures and the format of the report. UC hopes to complete this evaluation in early 1992, with recommendations available for the summer of 1992.

Statewide Merit Aid Programs

- California does not administer any merit aid programs.

Future Initiatives

- There are no new initiatives under consideration at this time.

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Admissions Requirements

- In 1986, the Colorado Commission on Higher Education established an admissions index requirement for admission to a four-year state institution. The admissions index consists of high school GPA, class rank, and SAT or ACT scores. The Commission defined a minimum index standard to be met by entering students for each four-year state institution. At the defined index level, 80 percent of those students accepted must meet or exceed the level. This requirement went into effect in the fall of 1987, however, the Commission gave postsecondary institutions five years to have no more than 20 percent of their acceptances below the set index level.

- Beyond the admissions index, the state has not established other admissions requirements. Each of the 12 four-year state institutions may establish additional requirements.

- With the five year deadline nearing, the Commission is evaluating the impact of the index requirement on student access and will determine if the current index standards need to be modified.

- Admission to any of the 15 state community colleges requires a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- In 1991, Colorado established the Linkages in Networking Colleges and Schools (LINCS) collaborative. Its purpose is to develop strategies to link Colorado's educational systems. The collaborative is composed of representatives from the Colorado Department of Education and the Commission on Higher Education. LINCS has been very active in designing a feedback system.

- Since 1985, the Colorado Commission on Higher Education has collected data on postsecondary students attending public institutions, including high school academic achievement, enrollment, academic performance, and progress through college. Private institutions will begin submitting similar information to the Commission in 1992. LINCS is currently designing a system that would report these data to high schools.

- At present, LINCS' feedback system is in its pilot stage with five high schools participating. Ultimately, the system will produce three reports to be distributed to high schools and school districts. Reports will track a graduating high school class through postsecondary education and will present information one year after graduation, two years after graduation, and five years after high school graduation. Specific measures reported will include college GPA figures, major declared, retention rate by major and institution, and enrollment profiles. The information will be presented on a quartile level rather than a student level. Pilot reports will analyze data collected on the graduating high school classes of 1990 and 1991.

- In October 1991, legislation was introduced that requires the Colorado Commission on Higher Education to adopt policies to aid the Colorado systems of public education in providing a better transition for students from elementary and secondary to postsecondary education. This legislation was proposed in order to make the developing LINCS' feedback system an established practice and responsibility of the Commission on Higher Education.

Statewide Merit Aid Programs

- The Undergraduate Merit Program was established in 1984 as a replacement to two achievement-based programs (one based on academic merit and the other based on athletic talent). Currently, the program waives tuition and mandatory fees for incoming students who demonstrate academic achievement--through GPA or test scores--or exceptional athletic or artistic talent. With a budget of $7.9 million, this program waived tuition and fees for 10,547 students for the 1990-91 academic year.

Future Initiatives

- LINCS is presently examining the establishment of high school course requirements for admission to state postsecondary institutions. LINCS is analyzing the gap between high school perceptions of academically prepared students and those of postsecondary institutions and how this gap can be closed through course requirements. The first subject area being addressed is mathematics. In the near future, LINCS hopes to recommend to the state legislature a complete set of high school course requirements for postsecondary admission.

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Admissions Requirements

- Admissions requirements are set by the Board of Trustees for each state institution.
- Currently, the University of Connecticut and Connecticut State University require high school graduates to submit SAT scores and complete the following courses:

Subject	Current Reqs.
English	4 years
Mathematics	3 years
Laboratory Science	2 years
Social Science	2 years
Foreign Language	2 years

- The five state technical colleges require a diploma or GED for admission and recommend the following high school courses to be completed:

Subject	Recommended
English	4 years
Mathematics	2-3 years
Science	1 year
Social Science	1 year

Three of the five colleges recommend a minimum SAT score of 900 and four recommend high school GPA between 2.0-3.0 and/or ranking in the top 50-67 percent.

- Regional community colleges require students to have a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- Connecticut does not require state postsecondary institutions to report performance data to high schools.

Statewide Merit Aid Programs

- Connecticut does not award any scholarships based solely on academic achievement; all programs require the demonstration of financial need.

Future Initiatives

- There are no new initiatives currently under consideration.

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DELAWARE

Admissions Requirements

- The governing body of each institution sets its own admissions requirements.

University of Delaware

- High school graduates or GED recipients seeking admission to the University of Delaware must submit SAT scores and complete the following high school courses:

Subject	Current Reqs.
English	4 years
Mathematics	2 years (4 years strongly recommended)
Science (including 1 year of lab science)	2 years (3 years strongly recommended)
History/Social Studies (2 years History (1 year World History) and 1 year of Social Studies)	3 years (4 years strongly recommended)
Foreign Language	2 years (4 years strongly recommended)
Electives	3 years

Delaware State College

- Eligible students must present a high school diploma or GED, submit SAT or ACT scores, and complete the following high school curriculum:

Subject	Current Reqs.
English	4 years
Mathematics (Algebra I & above)	2 years
History/Social Science	2 years
Science (1 unit must be a laboratory science)	2 years

Technical and Community Colleges

- Students seeking admission to any of the four campuses of the Delaware Technical and Community Colleges must have a high school diploma or GED. However, if an applicant does not possess a high school diploma or GED and is 18 or older, the applicant must prove his ability to benefit from this education by taking an ability to benefit test. All entering students must take placement tests in reading, writing, computation, and algebra (if the student has taken algebra in the past). The results of these placement tests will determine if the student can enroll in a degree program or if they must first enroll in remedial courses.

Feedback from Colleges to High Schools on Student Preparation

- There is no state policy or mandate requiring Delaware postsecondary institutions to report back to high schools the academic performance of their graduates in college.

Statewide Merit Aid Programs

- The Delaware Higher Education Commission administers two statewide merit aid programs, the Diamond State Scholarship and the B. Bradford Barnes Scholarship. Eligible recipients must meet the following criteria for both programs:
  - be a Delaware resident;
  - be a graduating high school senior;
  - rank in the top quarter of the high school class at the middle of the senior year; and
  - earn a combined score of at least 1,100 on the SAT or a 27 on the ACT.
- Applicants receive a numerical index which is based on the following: high school GPA, high school class rank, standardized test scores, difficulty of curriculum, advanced placement courses taken, extracurricular activities, community involvement, work experience, and an essay. While both programs have identical eligibility criteria, the weight given to each measure varies between the two programs. Awards are given to the students with the highest numerical indexes.
- The Diamond State Scholarship, initiated by the Governor in 1984, provides a $1,000 award--renewable for three years with a 3.0 college GPA--which can be used at any postsecondary institution. For the 1990-91 academic year, 55 graduating high school seniors received awards and in the 1991-92 academic year, 38 awards were given. Due to funding limitations, for the upcoming 1992-93 academic year, the Commission expects the number of awards to further reduce to only 25.
- The B. Bradford Barnes Scholarship, established in 1988, provides tuition, fees, and room and board at the University of Delaware for one graduating high school senior each year. The award is renewable for three years if the student maintains a 3.0 college GPA.

Future Initiatives

- At present, there are no initiatives under consideration or development that relate to these issues.

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Office of Admissions, The University of Delaware. (1988). *Getting on the Right Track Now: The Best Way to Prepare Yourself for College!* Newark, DE: Author.

Admissions Requirements

- Admission to UDC is open to students with a high school diploma or GED. Additional requirements may be demanded for specific programs. The university offers both associate and bachelor degree programs and is the only public institution in the District of Columbia.

Feedback from Colleges to High Schools on Student Preparation

- The University of the District of Columbia (UDC) has an informal system with the D.C. public school system that provides the school superintendent with placement test performance. The Superintendent receives the average performance of freshmen, by high school, on reading, math, and English freshman placement tests. This Quasi-Readiness Feedback System first reported performance data on the 1990 freshman class. This system has been temporarily suspended, however, until a new university president and school superintendent are appointed.

Statewide Merit Aid Programs

- Due to funding difficulties, UDC suspended its publicly funded merit scholarship, the UDC Presidential Scholarships, two years ago. It is hoped that the program will be revived once funding becomes available.

Future Initiatives

- Currently, there are no initiatives under consideration by the university that relate to these issues.

DISTRICT OF COLUMBIA

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Admissions Requirements

- Florida state law requires the following high school academic units for admission to a four-year institution:

Subject	Prior to 1987	As of 1987
English (3 years of English composition)	4 years	4 years
Mathematics (Algebra I and above)	3 years	3 years
Science (2 years of Laboratory Science)	3 years	3 years
Social Science	3 years	3 years
Foreign Language	--	2 years
Electives (may be in any of the above subjects or may be chosen from a list of approved electives)	4 years	4 years

- High schools were notified of the addition of the foreign language requirement through annual workshops held for high school counselors and a manual, sent to high schools yearly, that outlines state universities' admissions requirements. Most of the high schools in the state have responded to this new requirement by making more foreign language courses available to students.

- In addition to meeting high school course requirements, prospective students must meet a sliding GPA and standardized test score requirement to be admitted to a four-year state institution. The higher the student's GPA, the lower the standardized test score may be. However, a student may not have a GPA lower than 2.0. The median scores are a 2.5 GPA and a 900 on the SAT or 21 on the ACT. If a student has a GPA of 3.0 or higher, standardized test scores may be disregarded; however, the scores must still be submitted to the institution to which the student is applying.

- Florida community colleges require students to have a high school diploma or its equivalent.

Feedback from Colleges to High Schools on Student Preparation

- Florida Board of Education policy stipulates that state universities and community colleges must produce two reports to provide high schools with the performance of their recent graduates in college. The first report provides each high school with the performance of their graduates on university entry-level placement tests by institution attended. This information is sent to the Florida Board of Education and then is distributed to state high schools. The second report provides a profile of courses taken and grades earned by institution attended. This information is provided on each high school's graduates for the fall term of their freshman year. These data are sent directly to school districts and are distributed to state high schools from there. This policy was instituted by the Board in 1984, with high schools receiving the first reports in 1985. In 1991, the policy was revised to collect similar information on students attending vocational schools.

- Additionally, Florida requires postsecondary institutions to send individual student transcripts directly to state high schools during each student's first year.

Statewide Merit Aid Programs

- Initiated in 1981, the Florida Undergraduate Scholars' Fund awards top achieving scholars a $2,500 scholarship that is renewable for three years. Approximately 9,000 awards were granted in 1990-91. To be chosen to receive this award, a student must meet at least one of the following criteria:
    - be a National Merit Scholarship finalist;
    - be a National Achievement finalist;
    - earn a cumulative high school GPA of 3.5 and score a 1200 or above on the SAT or the equivalent on the ACT;
    - receive an International Baccalaureate Diploma;
    - complete four years of home study and score a 1250 or above on the SAT or the equivalent on the ACT; or
    - receive a certificate through the Academic Scholar Certificate Program--a program awarding students for a minimum GPA and standardized test score and for the fulfillment of certain college preparatory high school courses.
- The Challenger Astronauts Memorial Scholarships, initiated in 1987, award $4,000 to 20 public and two private high school students each year. To be eligible, a student must be pursuing an education in liberal arts or teaching, have a high school GPA of 2.8, and be in the top quartile of his or her high school class. Each public school district and private high school selects one nominee to compete for the scholarships. Nominees submit essays and the scholarship recipients are chosen on the basis of their academic credentials and their essays.
- The Vocational Gold Seal Endorsement Scholarship Program, initiated in 1991, is a program similar to the Undergraduate Scholars' Fund, but is geared toward students enrolled in vocational technical programs. The Vocational Endorsement Scholarship

Program awarded 900 students this year with scholarships of $2,000. To be eligible, students must complete a high school vocational program, earning a minimum GPA of 3.5 in vocational courses and an overall GPA of at least 3.0.

Future Initiatives

- The State Board of Education has developed an electronic student record system that will be fully operational by fall 1992. This system will maintain records on students beginning in kindergarten, and will electronically transfer a student's records to the next institution when the student graduates or transfers. This system would allow the records to be transferred not only forward, but also backwards so that the records of students attending a postsecondary institution may be transferred back to the high school from which the student graduated.
- Under consideration by the Board of Regents is the addition of three new mathematics courses which may be acceptable in fulfilling the mathematics course admissions requirement.

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Admissions Requirements

- The latest change to the state admission standards policy occurred in late 1983, with full implementation in effect for the graduating high school class of 1988. The change was the result of a joint agreement between the Board of Regents and the State Department of Education. Specifically, the change was a shift in policy from recommending subject standards to requiring them. Most of the publicity discussing the change in detail was handled by the State Department of Education, with each high school in the state receiving an informational brochure.

- Students seeking admission to a four-year state institution must provide evidence of high school graduation or GED certification. Eligible students must submit SAT or ACT scores and have a minimum GPA of 1.8 in all academic courses. Entrance exam scores may be used to determine placement status for freshman courses. In addition, the following academic high school courses are required:

Subject	Current Reqs.
English (College Preparatory)	4 years
Mathematics (Algebra I & II and Geometry)	3 years
Science (2 years of Laboratory Science and 1 year of Physical Science)	3 years
Social Science (U.S. History, World History, and 1/2 year of both Economics and Government)	3 years
Foreign Language	2 years

Feedback from Colleges to High Schools on Student Preparation

- The Georgia Board of Regents has developed two systems that provide information to school district officials and high school principals on the performance of their graduates in college.

- Under the first system, in operation for approximately 20 years, all public postsecondary institutions are required to report basic student summary data to the Board of Regents. These data include the overall freshmen GPA, the number and percentage of students enrolled in remedial courses, mean high school GPA, SAT scores, and quarter hours attempted. The data report the achievement of a high school's graduates across all 34 postsecondary institutions in the system as a whole--they do not break down the achievement data by specific institution. The Board compiles the information and distributes it to local school superintendents and high school principals.

- The second system, in its first year of implementation, is intended to provide information on freshmen from a particular high school and their achievement at a specific postsecondary institution. In addition to overall GPA figures, the report will feature achievement data for core freshman classes. The Board hopes that with more specific information available to high schools, a meaningful impact on high school curriculum will occur. This program is being implemented on a limited basis, with 135 out of approximately 500 high schools participating because of some school difficulties complying with privacy rules.

Statewide Merit Aid Programs

- The Governor's Scholarship Program was established in 1985 and is designed to reward Georgia Scholars for their efforts. Georgia Scholars are graduating high school seniors who have demonstrated academic excellence and are involved and exhibited leadership in extracurricular and community activities. The award can be used at any Georgia postsecondary institution.

- To become a Georgia Scholar a student must meet all of the following requirements:

  -- a minimum score of 1300 on the SAT at one sitting;

  -- earned 22 units of credit including three years of Science (including one year of Chemistry or Physics); four years of Mathematics (including one year of Algebra I); three years of Social Studies (including Economics and Citizenship, World History, and U.S. Studies); four years of English; and two years of a foreign language;

  -- academic study in the arts;

  -- a 3.75 GPA or rank in the upper 10 percent of his graduating class;

  -- 95 percent attendance in grades 9-12;

  -- competed in 3 interscholastic events or has achieved recognition in interscholastic events (e.g., athletic team captain);

  -- led at least two extracurricular activities sponsored by the school;

  -- led youth activities outside of school;

  -- registered to vote, if eligible; and

  -- exhibited high self-esteem and concern for others.

- One-hundred and fifty-one high school seniors received the $1,540 scholarship in the 1991-92 academic year.

- In 1991, the Governor's Scholarship Program was extended to special types of students. The extension allows high school valedictorians, salutatorians, and STAR Students (a student deemed by a principal to be the most academically talented student at the high school--e.g., the student who earned the highest combined SAT score) to automatically receive the $1,540 scholarship without having to meet the defined eligibility criteria. With this extension, 399 additional students became eligible for the award, bringing the total number of awards for the 1991-92 year to 550.

Future Initiatives

- There are no initiatives under consideration or being developed at present.

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Admissions Requirements

- The Faculty Senate of each campus of the University of Hawaii determines admissions requirements for baccalaureate programs, subject to the approval of the Board of Regents. (One of the three campuses that grant baccalaureate degrees, the University of Hawaii at West Oahu, is a two-year upper level institution, therefore it will not be discussed.)

University of Hawaii at Manoa

- The current requirements for admission are: minimum SAT scores of 430 Verbal and 430 Math, a minimum high school GPA of 3.2, and the completion of the following college preparatory curriculum:

Subject	Current Reqs.
English	4 years
Mathematics	2 years
Science	2 years

University of Hawaii at Hilo

- The current admissions requirements are a minimum high school GPA of 2.0, minimum SAT scores of 400 Verbal and 400 Math, and the completion of the following college preparatory curriculum:

Subject	Current Reqs.
English	4 years
Mathematics	1 year
Science	2 years

- Effective fall of 1992, the requirements for admission will be the completion of the following college preparatory curriculum and a minimum high school GPA of 3.0; a minimum high school GPA of 2.5 and an 800 combined SAT score; or a 2.0 high school GPA, an 800 combined SAT score, and a letter of recommendation from a high school teacher or counselor.

Subject	Effective 1992
English	4 years
Mathematics	2 years
Science	2 years

Community Colleges

- Two-year campuses of the university are open to all students with a high school diploma or the equivalent, or who are at least 18 years old.

Feedback from Colleges to High Schools on Student Preparation

- Although there are no state reporting requirements, the two four-year campuses of the University of Hawaii provide high schools with student performance data.
- The University of Hawaii at Manoa has provided enrollment and summary GPA data to high schools for over twenty years. However, since 1989, the university has additionally provided high schools with the individual freshman year course and grade information of their graduates.
- For the past ten years, the University of Hawaii at Hilo has provided high schools with a list of their graduates currently enrolled at the university, their class level, and their progress toward a degree.

Statewide Merit Aid Programs

- The Regents Scholars program was established in 1987 and awards scholarships to 20 students annually. To qualify for the awards, students must have a minimum high school GPA of 3.5, a 1200 combined score on the SAT, and rank in the top five percent of their class. Recipients receive a tuition-waiver (approximately $1,340/year) and $2,000 per semester for other expenses. In addition, they are awarded a one-time $2,000 travel grant which can be used during their sophomore or junior year. Recipients must be full-time students and maintain a 3.5 GPA or higher to remain eligible for the awards.

Future Initiatives

- There are no initiatives related to these issues currently under consideration.

HAWAII

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Admissions Requirements

- In 1990, the State Board of Education modified its high school course requirements for admission to four-year state institutions to the following:

Subject	As of Fall 1991	Prior to Fall 1991
English	4 years	4 years
Mathematics	3 years	2 years
Natural Science	3 years	2 years
Social Science	2 1/2 years	2 1/2 years
Humanities/Foreign Language	1 year	2 years
Other College Preparation (includes vocational/technical, speech/debate, foreign language or performing arts)	1 1/2 years	--

- In addition to course requirements, four-year institutions also require high school graduates to submit SAT or ACT scores which can determine the status of their admission (e.g., regular or provisional).

- Currently, admission to a two-year institution requires a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- The State Board of Education requires that four-year institutions adopt a mechanism for reporting to high schools the academic progress of their recent graduates in college. The amount of information reported to high schools varies by institution.

- At the completion of the fall semester, the University of Idaho reports the average overall freshman GPA and average grades earned in freshman core courses for each high school's graduates as part of its Feedback Report.

- On request, Idaho State University and Boise State University will provide high schools with information on their graduates. Idaho State provides: enrollment profiles by high school, type of degree program a student enrolled in, average number of credits earned, average GPA by major, and cumulative GPA figures. Boise State provides: average freshman GPA, majors declared, and number of credit hours taken.

- The admissions office at Lewis-Clark College sends cumulative GPA figures to high school guidance counselors.

IDAHO

Statewide Merit Aid Programs

- The State of Idaho Scholarship program was established in 1974 and provides Idaho high school graduates who have a GPA of at least 3.0 with a maximum award of $2,500.
- Twenty-five percent of the budget for new awards must be distributed to students entering vocational schools. The remaining awards may be applied to any two- or four-year postsecondary institution in the state, public or private.
- Approximately 100 new and continuing awards are granted each year.

Future Initiatives

- There are no new initiatives under consideration at present that relate to these policy areas.

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Office of the Chancellor, University of Nevada System. (1991). *Summary of WICHE States' Resident Undergraduate Admissions Requirements for Public Four-Year Colleges and Universities.* Reno, NV: Author.

Admissions Requirements

- The 1989 session of the Illinois General Assembly established minimum high school course requirements for admission to public universities for the fall of 1993.

- The law requires a student to complete at least 15 units of high school coursework including:

Subject	Effective Fall 1993
English	4 years
Mathematics	3 years
Science	3 years
Social Studies	3 years
Electives (vocational education, foreign language, music, or art)	2 years

- The statute includes a flexibility provision that permits universities to redistribute up to 3 of the 15 units among the subject areas. However, no more than one unit each from Social Studies, Mathematics, Science, and Electives may be redistributed to any of the other 5 categories of coursework.

- At present, the Board of Higher Education recommends that students complete a 15 unit high school curriculum, like that established for 1993; however, this curriculum is not required.

- Information outlining the new admissions requirements is provided by all public universities along with other information about admissions in their regular publications. Additionally, the Board of Higher Education plans to send a summary of the requirements to each high school in the state.

- The new legislation does not specifically address admissions requirements at community colleges. Currently, students may gain entrance to a community college with the presentation of a high school diploma or GED. However, for those students seeking to apply to a baccalaureate transfer program, requirements similar to those for the public universities for fall 1993 will be required.

Feedback from Colleges to High Schools on Student Preparation

- Since 1989, the Board of Higher Education has recommended that state colleges and universities report to local high schools the academic progress of their graduates in college. All 12 public institutions and 50 community colleges are involved in this practice.

- The 12 public universities compile a two-part report for the state high schools. The first section identifies the individual student by name and provides information describing which institution the individual is attending and what major has been declared. The second section supplies aggregate data on academic achievement. Though this section does not identify each student by name, it does supply achievement data for graduates from a specific high school as a group. Average grades earned are reported for remedial, regular, or advanced core classes for freshmen. Data are also reported comparing graduates from individual high schools with students statewide.

- The University of Illinois at Urbana-Champaign is responsible for compiling the data from each postsecondary institution, producing the report, and distributing it to the superintendents of approximately 800 high school districts. Coordination of this report is overseen by a committee composed of representatives from each university's institutional research office.

- Community colleges are involved in a similar practice which reports information on a regional basis, encompassing several high school districts, rather than a high school-level basis.

Statewide Merit Aid Programs

- The Illinois Merit Recognition Scholarship Program, initiated in 1986, grants a one-time $1,000 award to each high school senior who, at the end of the 7th high school semester or the fall of the senior year, is in the top 5 percent of his class. There is no need criteria for this award, it is solely based on academic achievement. The award can be used at any postsecondary institution in the state, public or private.

Future Initiatives

- Currently, there are no new initiatives under consideration relating to these issue areas.

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Admissions Requirements

- There are seven state-funded postsecondary systems in Indiana. Admissions requirements and standards are set by each system's Board of Trustees. Several systems have modified their admissions requirements recently; however, the state has not been involved in these actions. The seven systems are: Ball State University, Indiana State University, Indiana University, Purdue University, University of Southern Indiana, Vincennes Colleges, and Indiana Vocational Technical Colleges.

Feedback from Colleges to High Schools on Student Preparation

- Since 1979, the Indiana Commission for Higher Education has annually collected data on all postsecondary students attending Indiana institutions. However, it was not until 1990 that the Commission provided the data to state high schools. The 1990 report to high schools contained enrollment profiles for each high school's graduates and overall freshmen GPA at a particular institution. This report was produced on a preliminary basis and the Commission expects that when staffing shortages and funding disputes are rectified, this report will be sent to high schools annually.

- In addition to this state initiative, several four-year institutions provide varying amounts of feedback to high schools. Reporting efforts range from an informal reception sponsored by Indiana University for high school counselors to meet with their former students, now attending the university, to a printout sent to high schools by Ball State University listing SAT scores, high school class rank, average GPA of freshmen, and grades earned by course.

Statewide Merit Aid Programs

- The Hoosiers Scholars Program was established by the state legislature in 1981 and provides Indiana high school graduates with a one time award of $500. Each high school in the state is guaranteed at least one award with a maximum of three awards, dictated by the size of the graduating class. The award is given to graduating high school seniors in the top 20 percent of their class who intend to attend an Indiana postsecondary institution on a full-time basis. For the 1991-92 award period, 791 awards were granted.

Special State Features

- In 1986, the Indiana General Assembly created the Indiana College Placement and Assessment Center (ICPAC) to assist the residents of Indiana in planning and preparing for their education and work goals. ICPAC offers a variety of services to meet the needs of students, parents, educators, counselors, and school administrators. Among its services, ICPAC encourages early preparation for postsecondary education by distributing materials to students on financial aid and specific information on all of the colleges and universities in Indiana. ICPAC also administers a survey to all ninth-graders in the state to assess preparation for college and identify post high school plans. Resulting reports provide students and high schools with the student's level of performance in reading, language, and mathematics accompanied by suggestions for improvement where necessary. An emphasis is placed on the importance of these subjects in the post high school world--school or work. Finally, reports are tailored to the student's post high school aspirations. These reports are just one example of the services ICPAC offers Indiana students. In 1991, this unique resource center provided approximately 260,000 students and families, and over 5,000 educators with publications and other materials.

Future Initiatives

- There are no new initiatives currently under development.

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Indiana College Placement and Assessment Center. (1990). *Indiana College Placement and Assessment Center 1990 Annual Report.* Bloomington, IN: Author.

Admissions Requirements

- The Board of Regents requires prospective students to graduate in the upper half of their high school class. Additional admissions requirements are set by the university systems.

University of Northern Iowa

- In 1988, the University of Northern Iowa added high school course requirements to its existing class rank requirement for admission. Students seeking admission to this university must complete the following high school courses:

Subject	Current Reqs.
English (1 year of composition)	4 years
Mathematics (Algebra I and above)	3 years
Science	2 years*
Social Studies	3 years
Electives	2 years

* In 1995, this will be increased to three years.

University of Iowa

- In order to be eligible for admission, prospective students must graduate in the upper one-half of their class or meet an admission index level (determined by a formula combining class rank and test scores), submit ACT or SAT scores, and complete the following high school courses:

Subject	Current Reqs.
English (emphasis on analysis and interpretation of literature, composition, and speech)	4 years
Mathematics (Algebra I and above)	3-4 years*
Science (biology, chemistry, and physics)	3 years
Social Studies	2-3 years*
Foreign Language	2 years

* requirements vary by specific college

- The high school course requirement went into effect fall 1990 and the admission index option was added in 1991. Prior to fall 1990, students could be admitted if they graduated in the top one-half of their class and submitted test scores.

Iowa State University

- In 1990, the university added high school course requirements to the Board of Regents' class rank requirement. Prospective students must now complete the following high school curriculum:

Subject	Current Reqs.
English/Language Arts (emphasizing writing, speaking, and reading)	4 years
Mathematics (Algebra I and above)	3 years
Science (biology, chemistry, and physics)	3 years
Social Studies	2-3 years*
Foreign Language	2 years*

* requirements vary by specific college

Community Colleges

- All 15 of the state's community colleges maintain an open access policy. Admission requirements may be demanded for acceptance into specific programs.

Feedback from Colleges to High Schools on Student Preparation

- While there is no state policy requiring institutions to report back to high schools, the three university systems in Iowa--University of Iowa, University of Northern Iowa, and Iowa State University--have collaborated to provide high schools with performance data on their graduates.

- In 1984, registrar and admissions officers of the three university systems agreed that each would send information on performance to high schools. The reports include data on individual students and on high school graduates as a group. Specific data items include: high school class rank; ACT score; number of hours attempted and GPA for the first term; cumulative GPA and hours attempted for the first year; total hours earned for the first year; and enrollment status in freshman English and mathematics courses (remedial, regular, or accelerated). Also, the cumulative freshman GPA of the group of graduates is compared to the cumulative GPA of similar students. And, graduates are compared to all incoming students at each institution by ACT score and class rank.

- High schools receiving this information sign a confidentiality form to ensure the privacy of the students identified. Participating high schools receive three reports, one from each system. All three reports utilize the same format, providing high schools with comprehensive and uniform information on their graduates.

- Each system sends similar information to community colleges to update them on the performance of their transfer students at the universities.

Statewide Merit Aid Programs

- Established in 1965 by the Iowa Legislature, the State of Iowa Scholarships program distributes a maximum award of $400 to academically strong high school seniors. To be eligible, students must rank in the top 15 percent of their class and submit ACT test scores. The amount of the award given is determined by the number of units the student completes in language arts, mathematics, science, social studies, and foreign language. The award can be used at any postsecondary institution including vocational schools, community colleges, and four-year institutions. Furthermore, the award is renewable for four years. Approximately 2,000 students receive an award each year.

Future Initiatives

- At present, there are no initiatives under development that address these issues.

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State Board of Regents. *Your Courses Count: High School Course Requirements for Admission to Iowa Regents' Universities.* Des Moines, IA: Author.

Admissions Requirements

- Kansas residents may be admitted to any state university or community college with the attainment of a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- The Kansas Board of Regents, which governs the six public universities in the state, does not require its institutions to provide high schools with the performance of their recent graduates in college. Similarly, the State Department of Education does not require its 19 community colleges to report back to high schools.

Statewide Merit Aid Programs

- The Kansas Board of Regents administers the Vocational Education Scholarship program that assists students enrolling in postsecondary vocational programs. Eligible recipients must take the state administered Differential Aptitude Test and score in the top 100. This program was established in 1987 and recipients are awarded $405, which may be renewed if the program is longer than one year. For the 1990-91 academic year, 80 students received this scholarship.

Future Initiatives

- The Kansas General Assembly is developing a bill that would establish admission standards for the Board of Regents' universities. All proposed policies would go into effect beginning with the 1995-96 academic year.

- Under this bill, Kansas high school graduates would be eligible for admission to the state universities if the graduate meets one of the following:

1) completed the following high school curriculum with a 2.0 GPA:

Subject	Proposed for Fall 1995
English	4 years
Mathematics	3 years
Social Studies	3 years
Natural or Physical Science	3 years
Foreign Language	2 years

2) earned a 23 or higher on the ACT; or

3) graduated in the upper one-third of their high school class.

- Included in this bill, Kansas residents under 21 years of age may be admitted if they have earned a GED with an overall score of 50 or higher.
- It is also proposed that institutions may have a 15 percent exemption pool for students not meeting these requirements.
- Finally, Kansas resident transfer students would be admitted if they have earned 24 hours of transferable credit and have a GPA or 2.0 or higher.
- At present, this bill is under discussion at the committee level and it is not certain when it will reach the General Assembly.

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KENTUCKY

Admissions Requirements

- In 1987, the Council on Higher Education added high school course requirements to its existing minimum requirements of a high school diploma or GED and the submission of ACT scores for admission to a state university. In an effort to reduce the demand for remedial instruction in college, particularly in mathematics, the Council decided in 1991 to strengthen the course requirements. The new course requirements will not go into effect until the fall of 1995 to give students and teachers ample time to adjust.

Subject	Current Reqs.	Effective 1995
English	4 years	4 years
Mathematics	3 years (Algebra I or II, Geometry, and additional elective	3 years (Algebra I & II, and Geometry)
Science	2 years (Biology, Chemistry or Physics; and an elective, 1 must be a lab)	2 years (Biology and either Chemistry or Physics; 1 must be a lab)
Social Studies	2 years (World Civ. and either U.S. History, or AP American History)	2 years (World Civ. and either U.S. History or AP American History

- In addition to adopting high school course requirements in 1987, the Council allowed universities to have an exemption pool of first-time freshmen who did not meet the admissions requirements. The exemption pool was not to exceed 20 percent of the total number of first-time freshmen applicants admitted. In 1991, the Council reduced this pool from 20 percent to 5 percent on the following schedule: 15 percent for fall 1992, 10 percent for fall 1993, and 5 percent for fall 1994.

- Admission to any Kentucky community college requires a high school diploma or GED.

Feedback from Colleges to High Schools on Student Performance

- In 1986, the Kentucky Council on Higher Education contracted with American College Testing Corporation (ACT) to produce two pilot reports on the academic performance of freshmen in college. The pilot reports used data on the freshman class of 1987 and were released in 1989.

- The first report was sent to state high schools and provided college attendance, enrollment, and performance patterns. The information was presented for the individual high school, its educational region, and the state as a whole. Specific attendance and enrollment measures reported included: number of spring graduates; number of fall freshmen; return rate from fall to spring semesters; percent of college-going graduates enrolled as full-time college students; type of degree being pursued; the five most attended state institutions by spring graduates; and enrollment of spring graduates by institution type. Performance measures were reported separately for two- and four-year institutions. Specific performance measures presented included: percent of students taking remedial and advanced English and math courses; high school and college grades earned in English and math courses (remedial courses omitted); overall college GPA; average credit hours attempted and earned; and credit hours attempted and earned and college GPA by ACT score range.

- ACT produced a second similar report for the state institutions, using many of the same measures. The report provided postsecondary institutions with attendance and performance data for their first-time undergraduates who were spring high school graduates. Information in this report was presented by the specific institution and the state as a whole.
- While some reporting difficulties were encountered during implementation of the pilot reports, the Council and ACT have rectified these problems and plan to release the first full reports this spring. They also expect to produce subsequent reports on an annual basis.

Statewide Merit Aid Programs

- Kentucky does not administer any statewide merit aid programs.

Future Initiatives

- The Kentucky General Assembly has discussed the development of a merit aid program to entice high achieving high school students, who would otherwise attend an out-of-state institution, to pursue their higher education in Kentucky. Further discussions have been deferred until budgetary disputes are resolved.

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Kentucky Council on Higher Education. *The Kentucky Pre-College Curriculum*. Frankfort, KY: Author.

Kentucky Council on Higher Education Policy Manual. (1991, May). Guidelines for Undergraduate Admission to the State-Supported Institutions of Higher Education in Kentucky.

Admissions Requirements

- Admissions requirements are set by the governing boards at the three university systems--Louisiana State University, Southern University, and the Board of Trustees system.

- Most state universities in Louisiana require prospective students to earn a high school diploma or pass the GED. However, three universities have adopted additional requirements for admission: Louisiana State University at Baton Rouge, the University of New Orleans, and Louisiana Technological University.

Feedback from Colleges to High Schools on Student Preparation

- Since 1985, Louisiana state universities have been required by law to provide high schools with the performance of their recent graduates in college. These reports supply information for students from each high school, categorized by student ACT range. The universities report the number of students requiring developmental education and the developmental education courses taken. Additionally, the reports indicate whether students complete their first term "in good standing" (i.e., experienced no suspensions or expulsions). The reports are provided only for each student's first semester in college. Copies of these reports are given to the State Department of Education in order to compile summary reports.

Statewide Merit Aid Programs

- The T. H. Harris Scholarships, initiated in 1940, are awarded to students on the basis of high school GPA and ACT scores. Scholarship recipients must have a cumulative high school GPA of at least 3.0 and submit ACT scores. The scholarships are awarded to first-time freshmen graduating from high school within the past two years. To continue receiving the award, recipients must earn a 3.0 GPA after the first 24 semester hours in college and for each academic year afterwards. Recipients are given $400 per year, and in the 1991-92 academic year, 1,700 awards were granted.

- The High School Rally Scholarships, initiated in 1971, are awarded to winners of the High School Rally Literary Contest. The High School Rally Literary Contest consists of 42 events (in categories such as English, Mathematics, Foreign Language, and Computer Literacy) in which students may compete. Competitors take 50-minute tests in the events chosen and receive scores based on their performance on those tests. The highest scorers in each event are winners of the contest. Winners who attend a Louisiana postsecondary institution receive a one-time award, through the High School Rally Scholarships, of $500. In 1991-92, 23 awards were granted.

LOUISIANA

- The Rockefeller State Wildlife Scholarships, initiated in 1981, are awarded to students pursuing undergraduate or graduate courses of study in Wildlife, Forestry, or Marine Science. To be eligible for the scholarship entering freshmen must have a minimum high school GPA of 2.5 and submit ACT results. To continue receiving the award, recipients must earn a 2.5 GPA after the first 24 semester hours in college and for each academic year afterwards. Recipients must obtain a degree in Wildlife, Forestry, or Marine Science or repay the scholarship plus interest. Recipients are awarded $1,000 per year, and in the 1991-92 academic year, 60 scholarships were distributed.

Future Initiatives

- No other initiatives are under consideration concerning these issues.

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Reporting to High Schools on Students' Readiness for College: An Idea Worth Developing, *Regional Spotlight*, Southern Regional Education Board, Vol. XV, No. 3, June 1988.

Admissions Requirements

- Admissions requirements for the University of Maine System vary by campus and even by school within each campus. Admissions requirements are primarily determined by the program being pursued within the school. These requirements range in intensity from open admission to selective admission for engineering programs.

- Maine does not have any two-year institutions; nearly all four-year institutions have two-year programs within their four-year programs.

Feedback from Colleges to High Schools on Student Preparation

- Currently, a statewide feedback network for high school graduates attending state universities does not exist.

Statewide Merit Aid Programs

- The state does not administer merit aid programs.

Future Initiatives

- Future initiatives concerning feedback, admission standards, and statewide merit aid programs are not under consideration at the present time.

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Admissions Requirements

- The Reorganization Act of 1988 consolidated the five campuses of the University of Maryland (Baltimore, Baltimore County, College Park, Eastern Shore, and the University of Maryland University College) with the six campuses formerly under the State Board of Trustees (Bowie State, Coppin State, Frostburg State, Salisbury State University, Towson State, and the University of Baltimore). These 11 campuses are now under the University of Maryland System.

- Prior to the consolidation, each system had its own set of admissions requirements. With consolidation imminent, officials of both systems met to review and clarify their respective requirements in each academic subject area. The intent was to move toward one consistent set of course requirements for entrance to any of the 11 institutions.

- The university conferees, together with secondary education officials, analyzed state high school curricula and produced a guide entitled the *University of Maryland System - Freshman Admissions Requirements: A Guide to High School Preparation for Admission to the University of Maryland System.* This guide outlined minimum systemwide admissions requirements and specified which high school courses in each school system would fulfill these requirements. The following high school courses were defined, with full implementation in effect fall 1992:

Subject	Effective Fall 1992
English (emphasizing composition and literature)	4 years
Social Science (including U.S. History, Government, and World Civilization	3 years
Laboratory Science	2 years
Mathematics (Algebra I & II and Geometry)	3 years
Foreign Language	2 years

- In general, both systems retained the same level of admissions requirements they had prior to the 1988 consolidation--with one important exception: All 11 institutions now added a foreign language requirement of one year (implemented in 1991) and two years starting in 1992. For this, the conferees alerted the high schools to give them time to hire needed teachers.

- In addition to course requirements, a high school grade point average of C or better is required for systemwide admission.

- In addition to these minimum requirements most university departments, programs, and majors have additional requirements.

- The University of Maryland System also saw a need to communicate to the high schools its expectations of competencies to be mastered by high school students in various academic areas. To serve this purpose, a second document was written, a short booklet titled: *University of Maryland Freshman Admissions Requirements, 1991: A Guide to High School Preparation for Admission to University of Maryland System Institutions.* This booklet states, very broadly, the competencies every student seeking admission should master. These listed competencies are the broadest of generalities, not tailored to any individual course.

Feedback from Colleges to High Schools on Student Preparation

- The Maryland Higher Education Reorganization Act of 1988 required the development of a university system-based reporting system to inform high schools of the academic progress of their recent graduates in college. To implement this legislation, the Maryland Higher Education Commission, through meetings with secondary school officials, established an individual student tracking system that is being used for the first time in 1991-92. The resulting Student Outcomes Achievement Report (SOAR) will present the performance of the June 1991 high school graduates who entered a Maryland public two- or four-year institution.

- The data reported will include college attendance, major declared, grade point average, remedial course activity, and demographic data. In addition to individual reporting, a summary report will go to each high school, reporting freshman math and English grades for 1991 graduates, by postsecondary institution. The Higher Education Commission will send the SOAR directly to high schools.

Statewide Merit Aid Programs

- The Distinguished Scholar Program, established in 1979, awards a maximum of $3,000 (renewable for three years) to academically superior or artistically talented high school seniors. For consideration through academics, a student must have a GPA of 3.7 or higher. Other factors considered are SAT scores and if the student was deemed a National Merit Achievement Finalist. For consideration through talent, a high school may nominate a student exceptionally talented in dance, drama, or the fine arts. Each school may nominate five such students, and it is optional to include GPA or SAT scores with these nominations. The program awards 350 scholarships each year, and the award is applicable at any Maryland postsecondary institution.

Future Initiatives

- There are no new initiatives under consideration at this time.

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Admissions Requirements

- The latest change to the state admission standards policy, defining eligibility for admission to a four-year public state institution, occurred in 1984. Full implementation of this policy took effect in 1988. The Board of Regents established a two-part policy, with eligible students meeting the Coursework Unit Requirements and an Admission Eligibility Index.

- The Coursework Unit Requirements comprise a set of high school academic courses that must be successfully completed for admission:

Subject	Current Reqs.
English (emphasis on reading, writing, composition, and literature)	4 years
Mathematics (Algebra I & II, Geometry, Trigonometry and Mathematical Analysis)	3 years
Natural and Physical Sciences (Laboratory-based)	2 years
Social Science (1 year of U.S. History and Government)	
Foreign Language	2 years
Electives	3 years

- The Admissions Eligibility Index is a combination of high school class rank and SAT scores. While state colleges and universities have different index requirements, both require successful completion of the high school course requirements.

Feedback from Colleges to High Schools on Student Preparation

- Currently, there are no state institutions providing information to high schools on the academic preparation of their students for college.

Statewide Merit Aid Programs

- The current "talent waivers"--scholarships based on athletic ability or academic merit--offered by the state are being phased out, with 1991-92 the last academic year of activity. For the foreseeable future, all state-supported financial aid will be exclusively need-based.

Future Initiatives

- Currently there are no initiatives under consideration that relate to feedback systems, admission standards, or merit aid programs.

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Admissions Requirements

- Admissions requirements to public four-year institutions are determined by each institution's Board of Trustees. All institutions have ACT or SAT test scores and GPA requirements.

- In 1991, Michigan's public universities agreed that all students who graduate from high school in 1995 or later must meet minimum course requirements to be eligible for regular admission. The minimum course requirements will be:

Subject	Effective Fall 1995
English	4 years
Mathematics	3 years (4 years strongly recommended)
Biological and Physical Sciences	2 years (3 years, including 1 lab course, strongly recommended)
History and the Social Sciences (include U.S. History and World History)	3 years

- The following courses are strongly recommended: three years of foreign language; one year of Computer Science; and two years of Fine Arts.

- Most of Michigan's 29 community colleges do not require students to meet any requirements for admission. However, several community colleges require a high school diploma or GED and may also have GPA and ACT test score requirements.

Feedback from Colleges to High Schools on Student Preparation

- In 1990, Michigan enacted a law that requires all public universities to establish a systematic method of informing Michigan high schools regarding the academic status of their graduates in college. The Presidents Council of Michigan State Universities developed standard report formats for the 15 public universities to employ when providing information to individual high schools.

- Report Format A provides aggregate data on the academic preparation of each high school's graduates as measured by ACT and SAT test scores and placement examinations. The report displays remedial/developmental course enrollment figures for first-time freshmen from individual high schools. Data are also reported comparing students from individual high schools with students statewide. Finally, retention rates and the academic status of the entire previous freshman class are supplied.

- Several institutions also employ optional report formats that provide individual student data. Report Format B provides the student's name, ACT and SAT test scores, high school GPA, first term GPA, major, gender, racial/ethnic origin, and year of birth. Report Format C, in addition to this information, supplies detailed course information, semester GPAs, and cumulative GPAs.
- Some community colleges share developmental assessment results with high school counselors in their service area.

Statewide Merit Aid Programs

- All of Michigan's financial aid or scholarship programs require the demonstration of financial need; there are no programs based solely on academic achievement.

Future Initiatives

- There are no other initiatives currently under consideration that address these issue areas.

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Admissions Requirements

- The governing board of each institution set its own admissions requirements.

Minnesota State University System

- Currently prospective students are required to be in the top one-half of their graduating high school class or earn a composite score of 20 on the ACT, 90 on the PSAT, or a combined score of 900 on the SAT.

- In 1991, the Board of Directors at MSUS, in response to recommendations from the MSUS Task Force on Preparation Standards, instituted an additional admissions requirement. The following high school course requirements will be phased-in for fall 1994 and be fully implemented by fall 1995:

Subject	Mandatory Fall 1995
English (including composition, literature, and speech)	4 years
Mathematics (2 years of Algebra and 1 year of Geometry)	3 years
Science (1 year each of biological and physical science and 1 year with laboratory course)	3 years
Social Studies (1 year each of U.S. History and geography)	3 years
Specified Electives (at least 2 of the following: World Language, World Cultures, The Arts)	3 years*
Computer Applications	Recommended

* In 1996, the three years of Specified Electives requirement will be modified to require students to complete two years of World Language. This change was adopted by the Board in January 1992.

- Additionally, the Board of Directors developed competency teams to translate the course requirements into competency levels which specify the skills that should be mastered in each subject area prior to entrance into a postsecondary institution. The competency teams are composed of university faculty and public school teachers. The outlined competency levels will assist high schools in creating a curriculum that will not only satisfy the admissions requirement but will also provide their students with competencies that will help them succeed in higher education. The teams will present their results to the Board of Directors in May of 1992.

University of Minnesota System

- Admissions requirements vary by campus. However, the following high school courses are required for admission to the University of Minnesota at Twin Cities--the main campus of the university system:

Subject	Current Reqs.
English	4 years
Mathematics	3 years
Science	3 years
Social Studies	2 years
Foreign Language	2 years
Computer skills	Recommended
Visual or Performing Arts	Recommended

- In addition, students must meet an admissions index that combines class rank and standardized test scores.

Community Colleges

- Minnesota community colleges are open to students with a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- There is no statewide policy requiring state postsecondary institutions to report back to high schools on the performance of their graduates in college. However, both the University of Minnesota at Twin Cities and the entire Minnesota State University System are involved in feedback practices.

- Since 1984, the Twin Cities campus of the University of Minnesota annually distributes the Freshman Performance Report to high school principals and counselors (from schools with thre or more graduates attending the Twin Cities campus). This report contains the following data: high school class rank; PSAT and ACT scores; average freshman GPA; average number of credits completed; the percentage of courses completed satisfactorily; and average grades in specific freshman core courses. Data are collected for the freshman year only and are presented to high schools in three ways: 1) high schools can examine how their students are performing as a group at Twin Cities; 2) each high school's data are compared with freshmen from similar regions or types of schools within Minnesota; and 3) each high school's data are compared with all freshmen at Twin Cities.

- Since 1989, Twin Cities also sends a cumulative performance report to high schools. Containing the same data elements as the Freshman Performance Report, this report provides a performance overview for each of the high school's last five graduating classes.

- The Minnesota State University System (MSUS) Board of Directors, in response to recommendations from the MSUS Task Force on Preparation Standards, recently adopted a policy that will require the system's universities to report annually on the academic performance of students during their freshman year. This information will be sent to high schools and postsecondary institutions which have five or more graduates or transfer students enrolled in the system beginning in the fall of 1993.

Statewide Merit Aid Programs

- Minnesota does not administer any statewide merit aid programs.

Future Initiatives

- In 1991, the Governor appointed the Commission on Postsecondary Education to review the state's current higher education system and determine future needs. In its January 1992 report, the Commission recommended, among other things, the establishment of statewide admission standards for postsecondary institutions. The Commission praised the efforts of the four-year systems to institute preparation requirements and encouraged two-year systems to also develop a set of preparation requirements. Additionally, the Commission suggested that students meeting preparation standards should be rewarded with a tuition reduction. Further, the Commission recommended that financial aid should be based on academic achievement as well as financial need.

- The MSUS Board of Directors has dictated the establishment of a systemwide database, beginning no later than fall 1992, to collect information on applicants and entering students. This database will allow the Board to monitor performance outcomes and provide data for longitudinal studies of the impact of admissions policies.

- The Board of Directors also plans to review the systemwide admission policies in May 1997 to assess the impact of the high school course requirement and determine if modifications will be necessary.

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Admissions Requirements

- Students seeking admission to a state university must meet the following minimum academic course standards.

Subject	Current Reqs.	Effective Fall 1995
English (containing substantial communication skills components)	4 years	4 years
Mathematics (Algebra I & II, Geometry, or Advanced Math)	3 years	3 years
Science (Laboratory-based)	3 years	3 years
Social Studies	2 1/2 years	3 years
Advanced Electives	1 year	2 years
Computer Applications	--	1/2 year
Eighth Grade Units	--	Algebra I or first year Foreign Language taken in 8th grade may be accepted

- A collaborative effort of the State Board of Education, the State Board of Community and Junior Colleges, and the Board of Trustees of State Institutions of Higher Learning--called Project '95--was established in 1989 and designed to strengthen Mississippi public university admissions requirements by 1995.

- Its proposed changes in requirements were approved in early 1991 by the Board of Trustees for Institutions of Higher Learning. A booklet entitled *Preparing for College in Mississippi* was created which outlines the change in admissions requirements. This booklet was mailed to every secondary school in the state. Counselors were also made aware of the changes in requirements at workshops held during the state meeting of counselors.

Feedback from Colleges to High Schools on Student Preparation

- Currently, there is no statewide reporting system to provide high schools with information on the academic preparation of their students for college.

Statewide Merit Aid Programs

- Mississippi does not administer any statewide merit aid programs.

Future Initiatives

- There are no other initiatives currently under consideration by the legislature or the Institutions of Higher Learning that address these issue areas.

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Institutions of Higher Learning. *Project '95: Moving Forward.* Jackson, MS: Author.

Admissions Requirements

- Currently, there are no statewide requirements for students seeking admission to a public four-year college or university in Missouri; admissions requirements are determined by the governing body of each institution. In December of 1991, the Missouri Coordinating Board for Higher Education (MoCBHE) adopted the following guidelines for a statewide high school curriculum requirement for admission to a public four-year institution. The Board recommends that four-year state institutions adopt the following curriculum, to be effective as of fall 1996, as a minimum requirement for admission:

Subject	Recommended for Fall 1996:
English	4 years
Mathematics (Algebra I and above)	3 years
Social Studies	3 years
Science (including 1 lab)	2 years
Visual/Performing Arts	1 year
Electives (foreign language recommended)	3 years

- Some institutions are resistant to adopting these guidelines until issues regarding access for non-traditional students and students who have not completed the curriculum are resolved.

- MoCBHE is encouraging postsecondary institutions to work with high schools to determine which courses will fulfill this curriculum requirement. MoCBHE is also recommending that these two educational systems collaborate to develop a common high school transcript for consideration by the State Board of Education.

- Students seeking admission to a Missouri community college must be high school graduates or GED recipients.

Feedback from Colleges to High Schools on Student Preparation

- In cooperation with the American College Testing Corporation (ACT), the MoCBHE administers a tracking system called the Student Achievement Study (MSAS). Under MSAS, public and private state high schools receive reports presenting the performance of their graduates as freshmen at Missouri's public two- and four-year institutions. Specifically, the reports compare the high school GPAs and ACT composite scores of each high school's graduates with their college GPAs. Achievement measures are displayed by institution attended. In addition, students who have completed a college preparatory curriculum are compared with those students who have not on the same achievement measures.

- Two- and four-year institutions also receive reports through the MSAS. Participating institutions receive a similar report comparing their freshmen's high school GPAs and ACT composite scores with their college GPAs. Institutions also receive enrollment/transfer reports identifying the number and percentage of students who have persisted, transferred, and withdrawn from the institution.

- Reports have been prepared for each freshman class since the freshman class of 1986.

Statewide Merit Aid Programs

- The Higher Education Academic Scholarships is a $10 million program, established in 1987, that awards a maximum of $2,000 to approximately 5,000 students annually. In order to qualify, a student must score in the top 3 percent of ACT or SAT test-takers. The scholarship is renewable for up to 10 semesters or until the completion of a degree.

Future Initiatives

- In December of 1991, the MoCBHE established the Task Force on Critical Choices for Higher Education to assess the future of higher education in Missouri and provide the Board with recommendations for policy initiatives. The Task Force will review statewide needs and goals, analyze institutional missions of two- and four-year institutions, assess financial policies, and examine current governance methods. Within the institutional missions issue, the Task Force will address access to postsecondary institutions and how to prepare students for college. A final report will be presented to the Board in June of 1992.

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Admissions Requirements

- The Montana University System (MUS) revised its admission standards in 1986 with full implementation in effect for fall 1990. For admission to a four-year institution, students are required to have completed a college preparatory curriculum and satisfy one of the following conditions: a 2.5 GPA, a 20 ACT or 800 SAT score, or a ranking in the upper half of graduating class. The course requirements are:

Subject	Current Reqs.
English	4 years
Mathematics (Algebra I & II, and Geometry)	3 years
Social Studies (including U.S. and World History)	3 years
Laboratory Science	2 years
Electives (foreign language, computer science, visual or performing arts, or approved vocational education courses)	2 years

- A 15 percent exemption pool was allowed in 1990 to accommodate students from smaller districts who were not able to sufficiently upgrade their curriculum in time to meet the new requirements. The pool will shrink by five percentage points a year.
- Admission to a community college requires a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- There is no systematic policy of feedback from colleges to high schools.
- Since 1990, however, admissions officers from Montana's colleges and universities have hosted Higher Education Update Days to inform high school counselors on current admissions requirements. During this event, admissions officers from public institutions provide varying amounts of information on the academic progress of students who were enrolled in a college preparatory program in high school. For example, general statistics comparing the academic achievement of college preparatory students to other students are provided. These statistics include: average ACT scores, average GPAs, the number of students enrolled in remedial courses, the number of students who were enrolled in the admission's exemption pool, and the progress of students toward a degree.

Statewide Merit Aid Programs

- The High School Honors Scholarship Program, established in 1949, waives tuition for Montana high school graduates at a state institution for one year. The scholarships are awarded to the highest ranking students in each graduating class. Students are selected by their principals and must rank in the top quarter of their graduating class. One scholarship is awarded per each group of twenty-five students, or major fraction thereof, in a graduating class. The awards are not renewable and must be utilized within nine months.

- The Honors Scholarship for National Merit Scholarship Semifinalists Program, initiated in 1978, provides one year of tuition waivers at a state institution. The scholarships are offered to all national merit scholarship semifinalists.

Future Initiatives

- Montana's Commission of Higher Education had convened a task force to study outcome assessments and the development of feedback systems.

- The Commission of Higher Education is considering increasing admissions requirements to improve academic standards and in response to fiscal constraints.

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Admissions Requirements

- Admissions requirements are set by the governing boards at each institution.

University of Nebraska

- There are three channels for gaining admission to the University of Nebraska.

1) Students are eligible for admission if they meet the following high school course requirements:

Subject	Current Reqs.
Language Arts (3 must be in English, with one in composition)	4 years
Mathematics (Algebra I and above)	2 years
Natural Science	2 years
Social Science	2 years

2) Students may also gain admission by graduating in the upper one-half of their high school class.

3) The final way to gain admission to the university is to earn a composite ACT score of 20 or above, or a combined SAT score of 850 or above.

Nebraska State Colleges

- The Nebraska State Colleges--Chardon State College, Wayne State College, and Peru State College--are open enrollment institutions, requiring entering students to have a high school diploma or a GED. While there are no additional admissions requirements, the colleges recommend that students rank in the upper one-half of their graduating class and/or have earned a minimum composite score of 19 on the ACT.

Community Colleges

- All of Nebraska's community colleges require students to be high school graduates or GED recipients.

NEBRASKA

Feedback from Colleges to High Schools on Student Preparation

- There is no statewide policy requiring postsecondary institutions to provide feedback to high schools on the academic performance of their graduates in college. However, the Lincoln campus of the University of Nebraska has an established feedback system that involves a conference as well as a report.
- Each April, since the mid-1950s, the University of Nebraska at Lincoln sponsors the Principal-Counselor Conference. High school principals and counselors are invited to meet with their former students, now attending the university, and determine how the students are adjusting to postsecondary education.
- Prior to the conference, the university furnishes high schools--with five or more graduates attending the university--with a report providing the academic performance of their graduates during their first semester of college. The report features grades earned in core freshman courses; the average freshman GPA earned by the high school's former students compared to all freshmen at the university; and the cumulative GPA of former students, who are now upperclassmen, compared to a university-wide cumulative GPA. It has been furnished to high schools since 1980.

Statewide Merit Aid Programs

- Nebraska administers need-based programs only; there are no merit-based programs.

Future Initiatives

- In 1991, the state legislature dismantled the existing Coordinating Commission for Postsecondary Education and ordered the creation of a new Coordinating Commission in January 1992. Among the first tasks for the newly created Commission is the development of a comprehensive statewide plan by July 1, 1992. This plan will address several postsecondary education issues including the establishment of statewide admissions requirements for state postsecondary institutions.

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NEVADA

Admissions Requirements

- The University of Nevada System (UNS) Board of Regents has modified the admission standards for the two universities in the system twice since 1989.

- In 1989, the Board added high school course requirements to its existing minimum high school GPA of 2.3 and the submission of test scores requirements. The Board identified the following high school courses to be completed:

Subject	Current Reqs.
English (emphasis on composition, rhetoric, and literature)	4 years
Mathematics (Algebra I and above)	3 years
Natural Science (Biology, chemistry, and physics, with at least two years in a laboratory science)	3 years
Social Studies (including World history, geography, U.S. history, economics, government, and law)	3 years
Computer Literacy	1/2 year

- Students who do not meet the coursework requirements may still be admitted to the universities by satisfying one of the following: 1) earning a high school GPA of 3.0 or higher in academic courses; 2) earning a high school GPA of 2.5 or higher in academic courses and earning a composite ACT score of 21 or higher or a combined SAT score of 925 or above; 3) transferring with 15 or more semester credits and a cumulative GPA of 2.0 or higher; or 4) gaining admission through the Special Admissions Program.

- In 1991, the Board elected to raise the minimum high school GPA requirement from 2.3 to 2.5. This change, however, will not go into effect until the fall of 1993.

- Admission to any of the four UNS community colleges requires a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- In response to a 1983 legislative mandate, the two state universities in Nevada provide high schools and school districts with performance data for their recent graduates. Specifically, the University of Nevada at Reno and University of Nevada at Las Vegas annually send school districts and high schools a printout reporting the grades earned by their former students in remedial, regular, and advanced freshman mathematics and English courses.

Statewide Merit Aid Programs

- The UNS does not administer any statewide merit aid programs.

Future Initiatives

- There are no initiatives regarding these issue areas under consideration at this time.

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Office of the Chancellor, University of Nevada System. (1989). *Preparing for College: Admissions Requirements for Nevada's Universities, A Guide for Students and Parents*. Reno, NV: Author.

Admissions Requirements

- Admissions requirements to state postsecondary institutions are determined by the governing board of each institution.

- Keene State College, Plymouth State College, and the University of New Hampshire assess the applicant's high school GPA, class rank, recommendations, and test scores. Preference is given to resident students. Although none of the colleges require specific high school coursework for admission, the following classes are highly recommended:

Keene State College

Subject	Recommended
English	4 years
Mathematics	2-3 years
Natural Sciences	2 years
Social Sciences	2 years

Plymouth State College

Subject	Recommended
English	4 years
Mathematics	3 years
Natural sciences	3 years
Social Sciences	3 years
Foreign Languages	2 years

University of New Hampshire, at Durham

Subject	Recommended
English	4 years
Mathematics	4 years
Natural Sciences	3 years
Social Sciences	2 years
Foreign Languages	3 years

University of New Hampshire, at Manchester

Subject	Recommended
English	4 years
Mathematics	2-3 years
Natural Sciences	2-3 years
Social Sciences	2 years
Foreign Languages	2-3 years

Technical Colleges

- Admission into New Hampshire's technical colleges requires a high school diploma or GED; an interview with a college representative; and, in some programs, a health record. The high school coursework required depends upon the applicant's specific program of study.

Feedback from Colleges to High Schools on Student Preparation

- Currently, New Hampshire does not require colleges to report back to high schools the academic progress of their recent graduates in college. However, all high schools and technical colleges have entered into "articulation agreements," which, in effect, are commitments to maintain informal lines of communication between the high schools and the technical colleges regarding the academic preparation of students interested in pursuing a technical education.

Statewide Merit Aid Programs

- New Hampshire does not offer any statewide merit aid programs.

Future Initiatives

- No current initiatives are being considered or developed at present.

NEW HAMPSHIRE

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Admissions Requirements

- Eligibility criteria for admission to public colleges and universities are determined by each institution. The New Jersey higher education system consists of Rutgers University and nine state colleges.

- Students seeking admission to a New Jersey community college must be high school graduates or GED recipients.

Feedback from Colleges to High Schools on Student Preparation

- Since 1977, the Department of Higher Education has provided high schools with the results of a statewide basic skills test that measures proficiency in reading, writing, arithmetic, and algebra. All public institutions are required to administer the test and eleven private institutions do so on a voluntary basis. Individual student test results are provided to high schools and colleges.

Statewide Merit Aid Programs

- The Garden State Scholars program was established in 1977 and awards a maximum of $500 to 2,364 students. To qualify, students must be in the top 20 percent of their high school class and have achieved a minimum combined score of 1000 on the SAT (or the equivalent on the ACT) at the end of their junior year.

- The Edward J. Bloustein Distinguished Scholars program was established in 1984 and awards a maximum of $1,000 to 3,427 students. The scholarships are offered to high school students in the top 10 percent of their class with a minimum combined score of 1200 on the SAT, or rank first, second, or third in their class at the end of their junior year.

- The Urban Scholars program was established in 1988 and awards a maximum of $1,000 to 795 students from secondary schools in urban and economically distressed areas. The scholarships are offered to high school students in the top 10 percent of their class with a 3.0 GPA or higher at the end of their junior year.

- In 1989, the Department of Higher Education commenced the coordinated delivery of these distinct scholarships under one program, the Garden State Scholarship Program. Each award may be increased by an amount equal to the initial award if financial need is demonstrated. To renew an award, students must be enrolled full-time in an undergraduate program at an approved New Jersey college or university. Scholarship eligibility is limited to five semesters at a two-year institution and eight semesters at a four-year institution.

Future Initiatives

- Currently, there is no legislation or policy under consideration that addresses feedback, admissions requirements, or merit aid.

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Admissions Requirements

- New Mexico does not have statewide admissions requirements for four-year institutions, but each institution's governing board determines its own admissions requirements. However, the Commission on Higher Education does recommend that four-year state institutions adopt the following curriculum as a minimum for admission:

Subject	Recommended
English (2 in Composition)	4 years
Science beyond General (at least 1 Laboratory Science)	2 years
Mathematics beyond General Math (must include either Algebra I or II, Trigonometry, Geometry, Calculus, or Senior Math)	2 years
Social Sciences (2 in History)	3 years
Fine Arts or Foreign Language	1 year

- Currently, the 16 New Mexico two-year institutions, including community colleges and technical schools, require students to have a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- Since 1984, the New Mexico Commission on Higher Education has maintained a database that collects information on postsecondary students attending state institutions. Data collected include enrollment profiles, cumulative credits earned, and degree status. Annually, the Commission reports to state high schools the number of their graduates attending each public state institution as freshmen.

- In addition to maintaining this database, the Commission recommends that all four-year state postsecondary institutions provide feedback to New Mexico high schools on the participation, performance, and retention of their graduates in college. The Commission recommends that high schools use this information to refine standards and improve their core curriculum, study skills, and advisement and counseling programs.

Statewide Merit Aid Programs

- New Mexico does not administer any aid programs based on academic achievement only. Currently, all aid programs are tied to financial need.

Future Initiatives

- In early 1992, the state legislature provided funding for the New Mexico Department of Education to develop a student database that will monitor the progress of New Mexico students through high school. This database would be coordinated with the database for postsecondary students that the Commission currently maintains.
- In addition, the Commission wants to redesign its postsecondary database to include detailed academic performance data on students. Under this design, administrators will be better able to track students' academic progress throughout their postsecondary career.

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New Mexico Commission on Higher Education. (1991). *Student Financial Aid Programs and Out-of-State Residency Status Available to New Mexico Residents*. Santa Fe, NM: Author.

Admissions Requirements

- General admissions standards are set by the Boards of Trustees of the SUNY system and the CUNY system in compliance with regulations, applicable to all postsecondary institutions, established by the Commissioner of Higher Education.

- The Commissioner's Regulations, adopted in 1987, state: 1) The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied. Among other considerations, the admission process shall encourage the increased participation in collegiate programs at all levels of persons from groups historically underrepresented in such programs; and 2) admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.

- SUNY does not have a university-wide policy establishing minimum admissions standards. Admissions requirements are campus- and program-specific. The minimum course recommendation for admission to baccalaureate programs--four years of English; four years of Social Studies; three years of Mathematics; three years of science--are also the high school graduation requirements in the state of New York. Two-year technical colleges and four-year universities also consider the following criteria: completion of a college preparatory curriculum and scores on the regents exams. The 30 community colleges have a policy of open admissions to anyone within their sponsorship area with a high school diploma or a GED.

- The CUNY system has a policy of open access to education. Any student with a high school diploma or a GED can enter a two-year college. The CUNY Board of Trustees in 1976 established a basic admission policy for the four-year colleges which requires incoming students to have an 3.0 GPA and rank in the top one-third of their graduating class.

Feedback from Colleges to High Schools on Student Preparation

- The New York State Department of Education does not have a policy requiring colleges to provide high schools with the academic progress of their graduates. However, the City University of New York (CUNY) has begun a dialogue with the New York City Public Schools regarding the level of preparation of their students for college.

- In 1990-91, the State University of New York (SUNY) began providing secondary institutions with the admissions history of their students. Information is provided on the schools to which their graduates applied, the results of their applications, and the schools at which they enrolled. Next year, SUNY will also provide the name and general academic standing of freshmen students.

NEW YORK

Statewide Merit Aid Programs

- Due to budget reductions, all merit based scholarships have been discontinued or are being phased out, including the Regents College Scholarships and the Empire State Scholarships for Excellence.

Future Initiatives

- CUNY in collaboration with the New York City Public Schools System, has developed a College Preparatory Initiative (CPI) program to improve the preparation of students entering college. CPI will strengthen admissions requirements through a graduated increase in the number of academic units of specified college preparatory courses. Students who do not meet these expectations in high school will have to take equivalent courses in college. Implementation of the CPI will begin in September 1993.

- SUNY has commissioned a state-wide task force consisting of educators and administrators from SUNY and the State Department of Education. The task force will identify entry-level knowledge and skills that would assure academic success in college.

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Admissions Requirements

- In 1984, the Board of Governors began developing minimum high school course requirements for admission to the 16 institutions of the University of North Carolina. Minimum high school course requirements were established for fall 1990. While specific admissions requirements vary across state institutions, all use a combination of class rank, GPA, and SAT scores.

- The minimum high school course requirements are:

Subject	Current Reqs.
English (emphasis on grammar, composition, and literature)	4 years
Mathematics (Algebra I & II, Geometry, or higher)	3 years
Science (biological and physical sciences with one lab course)	3 years
Social Science (including U.S. History)	2 years

- In addition, it is recommended that prospective students complete at least two years of a foreign language, and take one foreign language course and one mathematics course in the twelfth grade.

- Community colleges require prospective students to have a high school diploma or its equivalent. Students who are at least 18 years of age but do not meet this requirement, may be admitted on a individual basis. These students, however, must complete a GED to be accepted into certificate or degree granting programs. Some selective programs within the colleges, e.g., nursing, may have additional admission requirements.

Feedback from Colleges to High Schools on Student Preparation

- The North Carolina General Assembly passed legislation in 1990 requiring all public postsecondary institutions to provide feedback to high schools on the academic performance of their graduates. In 1991, the General Assembly required community colleges to provide high schools with the number and general academic standing of high school dropouts who are enrolled in GED or adult high school programs.

- To implement the 1990 legislation, the University of North Carolina Central Administration designed Freshman Performance Reports which summarize the academic achievement of public high school graduates who matriculated in 1990 at the University of North Carolina (UNC). The report which will be sent to school district superintendents is divided into four sections. The first section summarizes the academic status of students returning for their second year. Data are provided on their retention rates through the first semester of the sophomore year, and their distribution of GPAs. The second section provides data on the initial course placement of freshmen including enrollment and average grades earned in remedial, regular, or honors courses. The third section outlines course performance measures including average credit hours attempted, average course grades, and percentage of passing grades for total and specific curriculum elements. The final section provides high school achievement indices as measured by average high school class rank and SAT scores. Three summary reports will accompany each high school report. These reports will summarize the academic performance of high school graduates from all public high schools in the school district, all public high schools in the state, and all public and private high schools throughout the country.

- Community colleges, in response to the 1990 legislation, will implement similar, but not identical, reporting systems as the University of North Carolina.

Statewide Merit Aid Programs

- North Carolina does not administer any statewide merit aid programs.

Future Initiatives

- Currently, there are no new initiatives under development.

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Admissions Requirements

- Prior to 1990, a high school diploma or GED was the only admissions requirement to two- and four-year public state institutions. Additionally, it was recommended that applicants submit PSAT, ACT, or SAT scores for consideration.

- In 1990, the North Dakota Board of Higher Education, in response to recommendations from the North Dakota University system, established additional admissions requirements to state four-year institutions, to become effective in the fall of 1993. High school graduates or GED recipients must submit ACT or SAT scores and complete the following high school courses:

Subject	Effective Fall 1993
English	4 years
Mathematics (Algebra II recommended)	3 years
Science	3 years
Social Studies	3 years
Foreign Language	Recommended

- Students applying to two-year institutions continue to only be required to have a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- In 1991, the North Dakota University system contracted with the American College Testing Corporation (ACT) to examine the performance of the high school class of 1990 who attended college full-time. ACT produced two reports, one to present results to high schools and a second sent to the university system to summarize the study population. The university system collected data including high school GPA, cumulative college freshmen GPA, and whether or not a core curriculum was completed in high school. This information was sent to ACT and matched with the students' ACT test scores. ACT sent performance results to high schools with students in the study and then sent the second report, summarizing the total study population by institution, to the university system.

- Due to favorable responses to the reports from the high schools, the North Dakota University system expects to produce similar reports for the graduating high school class of 1991.

NORTH DAKOTA

Statewide Merit Aid Programs

- The Scholars Program awards scholarships to incoming and continuing students attending two-year public institutions and four-year public and private institutions. Eligible high school seniors must score in the upper 95th percentile of the ACT and rank in the top 20 percent of their high school class. Continuing students are eligible if they maintain a 3.6 GPA.

- This program was established in 1987 and funding is sought for 50 new awards each year. The number of continuing awards is determined by the number of eligible applicants. The size of the award is determined by the cost of tuition at state institutions, with four-year research institutions being the most expensive and two-year public institutions being the least expensive.

Future Initiatives

- There is no new legislation currently under consideration or being developed.

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American College Testing Corporation. (1991). *College Readiness: Report for High School Graduates in 1990*. Iowa City, IA: Author.

Admissions Requirements

- The Ohio Board of Regents coordinates 13 public four-year institutions and 22 public two-year technical and community colleges. Each of these institutions is completely autonomous, and, as such, is solely responsible for establishing admissions requirements.

Feedback from Colleges to High Schools on Student Preparation

- In 1982, the Ohio General Assembly mandated the Board of Regents to implement a remediation reporting system. Under this system, the Board of Regents annually notifies secondary school administrators on the number of students requiring remedial instruction in mathematics or English during their freshman year at Ohio public postsecondary institutions. The data are presented on both the school district and the individual high school level.

Statewide Merit Aid Programs

- Enacted for the 1977-78 academic year, the Ohio Academic Scholarship Program grants 1,000 scholarships per year. Each grant is worth $1,000 and can be renewed for three years. Students may use the grant at any degree-awarding public or private institution in the state.

- Each high school submits applications for the five graduating seniors with the highest GPAs. A scholarship index is computed for each individual based on their ACT score and GPA for 10th grade, 11th grade, and the first semester of 12th grade. The individual with the highest scholarship index from each high school is offered a scholarship. Scholarships not accepted are then reallocated among the applicants who were not selected in the first round.

Future Initiatives

- Currently, no other initiatives are under consideration that address these issue areas.

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Admissions Requirements

- The Oklahoma higher education system consists of two comprehensive universities, ten regional universities, and fifteen two-year colleges. The Oklahoma State Regents for Higher Education establishes requirements for admission to state institutions. The most recent change in state policy defining eligibility for admission to public institutions occurred in 1988 with implementation commencing in the fall of 1990. The current policy includes both curricular and performance criteria for admission. The performance criteria differ for the comprehensive and regional universities and will increase progressively until 1993.

- All students seeking admission to baccalaureate or associate degree programs must complete the following curricular requirements:

Subject	Current Reqs.
English	4 years
Laboratory Science	2 years
Mathematics	3 years
History	2 years

Two years of a foreign language are strongly recommended as well as coursework in Computer Science, Speech, Economics, Geography, Government, Psychology, and Sociology.

Comprehensive Universities

- Any student who is a graduate of an accredited high school, has met the curricular requirements, has taken the ACT or SAT, and meets the following criteria for performance on standard tests or high school performance (class rank and GPA) is eligible for admission to either of the comprehensive universities in the State System.

Criteria	Fall 1990	Fall 1991	Fall 1992
Test Scores	Top 50%	Top 40%	Top 33.3%
Class Rank	Top 50%	Top 40%	Top 33.3%
GPA	3.0	3.0	*

* The GPA requirement for fall 1992 will be defined to correspond to the rank in class.

- Prior to 1990, students had to satisfy the curricular requirements and rank in the top 50 percent in class rank, high school GPA, or ACT test scores.

Regional Universities

- Any student who is a graduate of an accredited high school, has met the curricular requirements, has taken the ACT and SAT, and meets the following criteria for performance on standard tests or high school performance (class rank and GPA) is eligible for admissions to any of the regional universities in the State System.

Criteria	Fall 1990	Fall 1991	Fall 1992	Fall 1993
Test Scores	Top 66%	Top 60%	Top 55%	Top 50%
Class Rank	Top 66%	Top 60%	Top 55%	Top 50%
GPA	2.7	2.7	*	*

* The GPA requirements for fall 1992 and fall 1993 will be defined to correspond to the rank in class.

- Prior to 1990, students had to satisfy the curricular requirements and rank in the top 66 percent in class rank, high school GPA, or ACT test scores.

Two-year Colleges

- Any individual seeking admission to associate or baccalaureate degree programs who is a graduate of an accredited high school, has met the high school curricular requirements, and has taken the ACT is eligible for admission to any of the two-year colleges in the state system.

Feedback from Colleges to High Schools on Student Preparation

- In 1989, the Oklahoma Legislature mandated the Department of Education, in cooperation with the State Regents for Higher Education, to report high school specific postsecondary academic performance data. The *Oklahoma School Indicator Report for 1990-91*, which is distributed to district superintendents, includes the college-going rate and mean ACT scores of students from each high school. The 1991-92 report will also provide the mean college GPA of graduates from each high school. Future reports will report other high school specific descriptive statistics including college graduation rates, percent of students enrolled in remedial courses, semester hours attempted and completed, and retention rates.

- Many institutions report to high schools the academic performance of their graduates on their own initiatives. Information generally provided includes the enrollment status and mean grades of freshmen students. The University of Oklahoma and Oklahoma State University have been providing such data for over ten years.

Statewide Merit Aid Programs

- The Oklahoma State Regents Academic Scholars Program was established in 1988 and awards a maximum of $4,500 to academically outstanding Oklahoma students. To be eligible for the award, an applicant must be named a National Merit Scholar, a National Achievement Scholar, a National Hispanic Scholar, a Presidential Scholar, or qualify as an Individual Applicant Scholar by possessing an ACT score or equivalent composite SAT score which is at or above the 99.5 percentile. There were 271 new scholarships (833 currently active awards) awarded in 1991-92. The awards are for five years or ten semesters. Students have to maintain a 3.25 GPA or higher to remain eligible for the awards.

Future Initiatives

- There are no new initiatives currently under consideration.

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Oklahoma State Regents for Higher Education. (1991, May). Policy Statement On Admission To, Retention In, and Transfer Among Colleges and Universities of the State System. Oklahoma City, OK: Author.

Admissions Requirements

- The latest change to state university admissions requirements went into effect fall 1985 when the Board of Higher Education established a 14 unit subject requirement in addition to the established minimum GPA requirement for admission.

- The following 14 units must be completed:

Subject	Current Reqs.
English	4 years
Mathematics (Algebra I and above)	3 years
Science	2 years
Social Studies (including U.S. History and Government)	3 years
Other College Preparatory Electives (foreign language, performing arts, etc.)	2 years

- Students must also meet a minimum GPA standard ranging from 2.25 to 3.0, depending on the individual institution. In addition to these requirements, high school graduates must submit SAT or ACT test scores which maybe the deciding factor for admission if a student fails to meet the subject or GPA requirements.

- Oregon two-year institutions require students to be high school graduates or GED recipients.

Feedback from Colleges to High Schools on Student Preparation

- The Chancellor's Office of the Board of Higher Education is responsible for compiling and distributing three annual reports to high school superintendents, principals, and counselors on the achievement of their graduates in college.

- The report which deals most directly with student academic preparation is the Freshmen Academic Performance Report. This report was developed in 1982 and presents the academic performance of first-time freshmen. The report is divided into three main sections. The first section provides an enrollment profile describing the student's gender, ethnicity, year of high school graduation, and term of enrollment. The second section provides an entering academic profile for each college freshman including high school GPA and test scores. The final section reports grades earned in freshman classes including 5 Mathematics areas, Science, Social Science, Arts and Letters, Foreign Language, and English Composition.

- A second report presents the results of the Post High School Plan Survey which is administered to Oregon high school students in the spring of their junior year. In addition to post high school aspirations, the survey gathers academic achievement data on the student, including a self-reported high school GPA. This information is compiled and sent to each high school. The Board of Higher Education has administered this survey for over thirty years, but it was not until the early 1980s that the results were disseminated to individual high schools.

- The Fall Term Enrollment Report, the third report prepared by the Board, provides high schools with information about their graduates' enrollment in state postsecondary institutions. Each student from the high school is identified by name, year of high school graduation, and institution attending.

- As a result of budgetary limitations, the Board will not send out three separate reports for the 1991-92 academic year, but instead, will compile selective pieces from all three reports into a single report entitled the High School College Profile Sheet.

Statewide Merit Aid Programs

- The Oregon Minority Enrollment Initiative Program is a tuition-waiver merit program that is designed to encourage students from underrepresented groups to pursue postsecondary education. The program administers four subprograms: one designed for first-time freshmen; one designed for junior college students; one for undergraduate students pursuing teaching professions; and one for upper undergraduate classmen pursuing health sciences. For the purposes of this summary, only the first subprogram will be discussed. The program for first-time freshmen was established in the fall of 1987. Awards are given to black, Hispanic, and Native American students enrolling as first-time freshmen who are Oregon residents and meet all regular admissions requirements. The tuition waivers are awarded on a competitive basis by a committee at each state institution. All award recipients may have their tuition and fees waived for up to five years as long as they complete 36 credit hours of coursework and maintain a 2.0 GPA. Approximately 550 students receive this award annually.

- Begun in 1990, the Oregon Laurels Program is a tuition-waiver program designed for all postsecondary students including incoming, continuing, and graduate students. Each campus decides who will be chosen for this award; there is no defined minimum GPA or test score, however, students must demonstrate academic achievement. Over 1,000 students have received this award, having their tuition waived for up to five years.

Future Initiatives

- Currently, there are no new initiatives under consideration.

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Office of Academic Affairs, Oregon State System of Higher Education. (1987, May). Minority Student Enrollment Initiative. Prepared for the Committee of the Whole Meeting , Monmouth, OR.

PENNSYLVANIA

Admissions Requirements

- Pennsylvania law requires that students obtain a high school diploma or its equivalent for admission to postsecondary institutions.
- Pennsylvania has a state university system that includes 14 universities. Each of these universities sets its own admissions requirements, and requirements vary widely among universities.
- Community colleges are part of a system separate from the university system and also set their own requirements.

Feedback from Colleges to High Schools on Student Preparation

- State institutions are not currently required to inform secondary schools on the level of preparedness of their students for college.

Statewide Merit Aid Programs

- Pennsylvania does not administer any statewide merit aid programs.

Future Initiatives

- There are no initiatives concerning these issues under consideration at the current time.

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Admissions Requirements

- Admissions requirements are determined by the governing board of each institution.

University of Rhode Island

- Eligible students are high school graduates or GED recipients who have completed the required academic high school courses and have submitted SAT or ACT scores. Admissions to a particular degree program may have more stringent requirements. The following high school courses must be completed:

Subject	Current Reqs.
English	4 years
Mathematics	3 years
Laboratory Science	2 years
Social Science or History	2 years
Foreign Language	2 years

Rhode Island College

- While high school class rank is the primary consideration for admission, SAT or ACT scores must be submitted and the following high school courses must be completed:

Subject	Current Reqs.
English	4 years
Mathematics	3 years
Social Studies	2 years
Laboratory Science	2 years
Foreign Language	2 years
Computers	1/2 year
Fine Arts	1/2 year
College Preparatory Electives	4 years

Community Colleges

- Admission to a two-year institution requires only a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- The Rhode Island Office of Higher Education encourages but does not require two- and four-year institutions to report to high schools the academic progress of their recent graduates.
- Rhode Island College, one of the two schools in the state system, provides high schools with data regarding retention rates and enrollment status (e.g., if a student has dropped out or has graduated) of their graduates each year.

Statewide Merit Aid Programs

- There are no statewide scholarships solely based on academic achievement.

Future Initiatives

- There are no new initiatives currently under consideration or being developed.

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SHEEO Task Force on Achieving National Goals, State Higher Education Executive Officers. (1991). *Higher Education and School Reform: Creating the Partnership.*

Admissions Requirements

- In 1984, the South Carolina Commission on Higher Education, in consultation with four-year public institutions, determined that the existing prerequisite high school curriculum should no longer be recommended for college admission but rather required. It was decided that starting in 1988 the following prerequisite curriculum would be required of all prospective students:

Subject	Current Reqs.
English	4 years
Mathematics (including Algebra I and II)	3 years
Laboratory Science (biology, chemistry, or physics)	2 years
Foreign Language	2 years
Advanced Mathematics or Computer Science or a combination of these; or 1 year of world history, world geography, or western civilization	1 year
U.S. History	1 year
Social Studies (1/2 year each of Economics and Government are strongly recommended*)	2 years
Physical Education or ROTC	1 year

* Prior to 1990, the 1/2 unit each of economics and government was required.

- Students missing a few of the required courses may be conditionally accepted to a four-year institution, with completion of the courses necessary at a two-year institution prior to entrance into the four-year institution.

- Additional admissions requirements regarding SAT or ACT scores and minimum GPA standards are determined by each four-year state institution.

- Assessments have been conducted annually since 1986 by the Commission to determine how many students have taken and completed the prerequisite curriculum. Reports cite that these figures have increased steadily since 1986. Further, increases have been detected in the number of college-going students and students taking the SATs.

- Students seeking admission to a two-year institution must have a high school diploma or GED. Students are encouraged to complete the high school prerequisite curriculum.

Feedback from Colleges to High Schools on Student Preparation

- All state postsecondary institutions are required by South Carolina law to submit to high schools the performance of their graduates after the first semester at college. Information reported includes the number of graduates attending an institution and a distribution of all courses passed and failed. State high schools send this information to the State Superintendent of Education where statewide reports are prepared. District superintendents receive copies of the statewide report and high schools may obtain a copy by request. This reporting process has been in effect since 1962.

Statewide Merit Aid Programs

- The Palmetto Fellows Program, established in 1987, with scholarships first awarded in 1988, distributes a maximum award of $5,000 to 11th graders who have demonstrated academic achievement through PSAT scores, leadership skills, and received letters of recommendations. Approximately 40-50 scholarships are awarded each year. This program is a matching scholarship, where the state provides $2,500 and the postsecondary institution (public or private) provides the remainder.

Future Initiatives

- The South Carolina Council on Educational Collaboration, established in late 1991, is committed to improving the educational opportunities for South Carolina students by strengthening the link between primary and secondary schools and higher education. The Council has directed a study to determine the effectiveness of the South Carolina law requiring colleges and universities to report first semester performance data to high schools. Surveys were sent to 191 high school principals to discover how the feedback information is being used, if it has been used for curriculum development, and gather recommendations for additional measures to be reported. Responses to the surveys are currently being analyzed by an advisory committee of representatives from the secondary and postsecondary communities. The advisory committee expects to formulate recommendations that will be presented to the Council on Educational Collaboration in May of 1992.

- The governor has recently enacted a law that requires the Commission on Higher Education to submit annual reports, beginning in 1993, to the governor and General Assembly on the performance of state postsecondary institutions. Although this report is not designed to provide specific student information like the current feedback reports, this report will provide general information for all two- and four-year state institutions. Institutional information to be reported includes the institution's role and mission, accreditation information, and faculty distribution among lower-level courses. Student data to be collected include: the proportion of students enrolled in remedial courses; the proportion of remedial students successfully completing entry-level college courses; the proportion of students who complete their degree program; placement data on graduates; percent of students participating in research programs; minority enrollment figures; and transfer information. The report will also present alumni satisfaction with their postsecondary education.

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Admissions Requirements

- The most recent change in admission standards defining eligibility for admission to baccalaureate programs, occurred in 1984. The Board of Regents now requires the satisfactory completion of a college preparatory curriculum. Prior to 1984, admission was based on high school rank and ACT scores.

- The minimum high school course requirements are:

Subject	Current Reqs.
English (emphasis on grammar, composition, and literacy analysis)	4 years
Mathematics (Algebra, Geometry, and Trigonometry)	2 years*
Laboratory Science (Biology, Chemistry, and Physics)	2 years*
Social Studies	3 years
Computer Science	1/2 year
Fine Arts	1/2 year

* In addition, students must also take either a third year of Advanced Mathematics or a third year of Laboratory Science.

- Students who completed the minimum course requirements, but did not obtain a 2.0 GPA in the required courses must meet the following additional admissions requirements. The South Dakota Schools of Mines & Technology, South Dakota State University, and the University of South Dakota require students to rank in the top one-half of their high school graduating class and have an ACT composite score of 22 or above. Black Hills State University, Dakota State University, and Northern State University require students to rank in the top two-thirds of their high school graduating class and have an ACT composite score of 20 or above.

- Admissions requirements were modified to ensure that students would be adequately prepared for success at the postsecondary level. State education officials were concerned with the large number of students who were enrolled in remedial courses in college. There was a perception that students were avoiding academically rigorous high school courses in order to maintain a high grade point average. Information on the new admissions requirements was widely disseminated. The South Dakota Board of Regents annually provides 25,000 copies of its *Preparing for College* booklet, which outlines state admissions requirements, to junior high school students. Since the change in admissions requirements, there has been an increase in both the number of students enrolled in college preparatory courses and in college enrollment.

- Admissions requirements for Certificate and Junior College programs are established by each institution.

Feedback from Colleges to High Schools on Student Preparation

- State institutions are not currently required to inform secondary schools on the level of preparedness of their students for college.

Statewide Merit Aid Programs

- The Superior Scholars Scholarship Program was established in 1984 to encourage academic excellence among high school students. The scholarship is awarded to all National Merit semifinalists. Sixty students received the $1,500 award in the 1990-91 academic year.

Future Initiatives

- The Board of Regents is reviewing admissions requirements to further reduce the number of students who are enrolled in remedial classes. Plans are underway to design a meaningful assessment instrument that schools and colleges could use to accurately measure the academic abilities of students.
- The Board of Regents is planning to implement a systemwide feedback program that will track postsecondary students throughout their academic career. High schools will receive information on the number of their graduates enrolled in remedial courses, who complete their first year of college and graduate within six years.

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Admissions Requirements

- In 1985, the Tennessee Board of Regents and the University of Tennessee reconciled differences in their admissions requirements and adopted high school units as university admissions unit requirements. Since that time, the admissions unit requirements have been in a state of transition with the final adjustments to be completed for the fall 1993. These are the only state standardized requirements for admission. Standardized test scores (i.e., SAT, ACT, etc.) still vary by campus within each system.

Subject	1985	Effective Fall 1993
English	4 years	4 years
Mathematics (Algebra I & II)	2 years	2 years
Advanced Mathematics	--	1 year
Natural/Physical Sciences	--	2 years
U.S. History	--	1 year
Social Studies	1 year	1 year
Foreign Language	--	2 years
Visual/Performing Arts	--	1 year
Economics and Health	1 year	--
Physical Education	1 year	--

- The Natural/Physical Science requirements must include Biology I or II, Chemistry I or II, or Physics.

- Currently, economics, sociology, psychology, civics, U.S. Government, and anthropology meet the Social Studies requirement. Beginning in the fall 1993, only World History, Ancient History, Modern History, World Geography, and European History will fulfill the Social Studies requirement.

- The advanced mathematics course requirement is one year of geometry or an advanced course with geometry as a significant component.

- Community colleges will remain on an open admission policy--requiring a high school diploma or GED--however, the university admissions requirements are recommended.

- Students who are entering community college programs designed for transfer to baccalaureate programs and are deficient in any of the high school unit requirements, must remove any deficiencies, for elective credit only, prior to receiving their associate degree.

Feedback from Colleges to High Schools on Student Preparation

- In 1985, Tennessee established two distinct feedback networks between its high schools and its colleges. Each network, one for the Board of Regents (TBR) and one for the University of Tennessee Board of Trustees (UT), reports the academic achievement of college freshmen. The TBR network is the Academic Assessment and Placement Program (AAPP). It is more comprehensive than the UT network, called the Freshman Performance Report.

- The AAPP consists of two reports. The first, *The Admissions Requirements Report*, depicts the preparation of first-time freshmen for college. It indicates whether or not freshmen have met admissions requirements for university baccalaureate programs. The second report is *The Academic Assessment and Placement Program (AAPP) Feedback Report*. It provides individual test scores and placement levels for first-time freshmen requiring placement assessment. In addition to placement scores, both reports provide feedback to high schools about enrollment of recent graduates as first-time freshmen in Tennessee Board of Regents' institutions.

- The *AAPP Feedback Report* is distributed to principals, counselors, superintendents and school board chairpersons. Principals, counselors, presidents, academic officers, deans of admissions and records, and remedial/developmental studies directors receive copies of the *Admissions Requirements Report*. Summaries of both reports are distributed to legislators.

- The University of Tennessee System's Freshmen Performance Report (FPR) is similar to that of TBR's AAPP reports, except that the method for gathering the information is neither centralized nor standardized. Information reported is not individualized in order to provide a more general conception of the abilities of students, and for reasons of confidentiality. Although reports from each of the UT campuses use the same format, each campus has a different method of assessing and placing students.

- The general information in the FPR is reported to high school principals and superintendents. The FPR consists of four tables which report data on how students from that high school compare to all other freshmen. The four tables compare: course placement, ACT scores, GPA, and grades from key first semester classes.

- UT is currently assessing the effectiveness of the FPR program, but information concerning the evaluation of the program is not available at this time.

- The Tennessee Collaborative for Educational Excellence, the linking organization, provides high schools with feedback based on the analysis of the information compiled by TBR's AAPP and UT's FPR. It is through the Collaborative that teachers and staff at colleges and public schools work together to match curriculum to educational needs.

Statewide Merit Aid Programs

- The Tennessee Academic Scholars Program, the only statewide merit aid program, is an endowment program which provides $4,000 scholarships ($2,000 from the state plus $2,000 matched by the institution) to outstanding Tennessee high school students for enrollment in one of the state's public or private colleges or universities. This program was begun in 1985 to encourage Tennessee's top high school graduates to attend college in Tennessee.

- The first 13 awards were made for 1986-87 and an additional 14 awards were made for 1987-88. Nine awards were granted for 1988-89 and an additional 19 were granted for 1989-90.

- The goal for the Academic Scholars Program is to enroll the top 100 high school graduates each year. To date, $2.7 million have been appropriated to this program.

Special State Features

- Begun in 1985, the Tennessee Collaborative for Educational Excellence (TCEE) is jointly sponsored by the Tennessee Board of Regents (representing 20 collegiate institutions), the University of Tennessee System, the Tennessee Department of Education, the Tennessee Board of Education (representing all K-12 public schools), and The College Board (Educational EQuality Project). Although all five organizations are involved in TCEE, TBR is the main contributor.

- The Collaborative focuses on the bridge between high school and college and on the means for crossing it successfully. It also seeks to establish high school curricula which emphasizes the Basic Academic Competencies, as defined by The College Board. The Tennessee Collaborative has influenced high school students in their selection of college preparatory courses. Over the last three years, there has been a marked increase in the percentage of students taking courses labeled as TBR Admissions Requirement Units.

- The Collaborative is composed of Disciplinary and Counselors' Task Forces. Each task force is composed of representatives from public school education and colleges and universities. These task forces meet on a regular basis to fashion ways to help students develop the competencies needed for academic success.

- The task forces have been very important contributors to the Tennessee Curriculum Framework and Guides and the new admissions requirements for public colleges in Tennessee.

Future Initiatives

- Between 1989 and 1991, the governor and his administration developed the 21st Century Challenge Plan. This Plan contains 12 goals to move all of the state's school systems into the 21st century. Many of the goals are compatible with the six American Education Goals; only four goals are unique to the Tennessee plan.
- The Education Improvement Act was signed by the governor on March 11, 1992. This act contains those objectives within the 21st Century Challenge Plan which require legislative action in order to be fully implemented.

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Admissions Requirements

- There are no statewide requirements for admission to Texas universities. Each institution is allowed to set its own admissions requirements.

- All universities require that students obtain a high school diploma or high school equivalency certificate for admission. Some Texas universities have minimum test score requirements for the SAT or ACT, while others simply require the submission of the results but have no minimum score requirement. Most institutions require or suggest the completion of high school courses in certain subjects for admission.

- Texas community colleges accept any student with a high school diploma or GED.

Feedback from Colleges to High Schools and Student Preparation

- In 1987, a provision was added to the Texas Education Code that requires colleges to report back to high schools on student performance. Colleges report data on student performance to the Texas Higher Education Coordinating Board. The Coordinating Board then reports the data to the Texas Education Agency which identifies the high schools and forwards the information to them.

- High schools receive two separate reports. Both reports contain student results on college basic skills tests which determine if remediation is necessary. Additionally, the reports include information on the number of semesters of remediation necessary; a student's educational goals; the type of postsecondary institution attended; first-year GPA; and grades earned in the first math and English courses completed. One of the reports provides these indicators by individual student (identified by social security number), and the other report is a summary of the same indicators without the student identifiers.

- A summary report is also compiled for the districts and the state as a means for high schools to compare their performance to other high schools in the state.

Statewide Merit Aid Programs

- The Highest Ranking High School Graduate State Tuition Exemption, established in 1933, is awarded to the highest ranking graduate of an accredited Texas high school. The recipients are exempted from tuition for two semesters of the first regular session at public colleges and universities in Texas. In the 1990-91 academic year, 845 students had their tuition exempted through this program.

- The Outstanding Rural Scholar Recognition and Forgiveness Loan Program was instituted in 1989 and awards a matching grant to rural students interested in pursuing post-secondary education in health care areas. To receive the award, students must be Texas residents; be in the top 25 percent of their high school class, or have at least a 3.0 GPA in a public postsecondary institution; and agree to enroll in a health-related program of study at least half time. Students are chosen on a competitive basis, with consideration to academic and personal accomplishments. Part of the student recipient's educational expenses are provided by the state, and the student's community must match that amount with local funds. In return, the student must pledge to work one year in the sponsoring community for each year of support while in college. The sponsoring community must be located in a nonmetropolitan Texas county. The maximum award granted for this program, including the local match, is the student's total education expenses.

Future Initiatives

- There are no other initiatives currently under consideration that address these issue areas.

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Admissions Requirements

- There are no statewide admissions requirements for four-year postsecondary institutions in Utah. The governing board of each institution sets its own requirements.

University of Utah

- The University of Utah has changed its admissions requirements twice since 1987. In 1987, the university added high school course requirements to its GPA requirement of 2.0 and the submission of ACT scores. In 1990, the university replaced the high school GPA requirement and the submission of ACT scores requirement with an admission index. The admission index is based on both GPA and ACT/SAT test scores. The index is primarily used for determining conditional acceptances. All prospective students must complete the following high school courses:

Subject	Current Reqs.
English	4 years
Mathematics (Algebra I and above)	3 years
Science (Biological or Physical Science with at least one lab)	2 years
Foreign Language	2 years
History	1 year
Electives	4 years

Utah State Universities

- Students seeking admission to any of the state universities (Utah State, Weber State, and Southern Utah) must be high school graduates or GED recipients, have a minimum high school GPA of 2.0, and must submit ACT test scores.

Community Colleges

- All Utah community colleges have open enrollment, requiring students to have a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- Utah does not require its public postsecondary institutions to report to high schools the performance of their recent graduates in college.

Statewide Merit Aid Programs

- Utah does not administer any statewide merit aid programs.

Future Initiatives

- There are no initiatives currently under consideration that address these issue areas.

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VERMONT

Admissions Requirements

- Admissions requirements are set by the governing board of each institution.

University of Vermont

- Residents of Vermont seeking admission to this university must submit SAT or ACT scores and complete the following high school courses:

Subject	Current Reqs.
English	4 years
Mathematics (Algebra I & II and Geometry)	3 years
Social Science	3 years
Natural or Physical Science (including 1 lab)	2 years
Foreign Language	2 years

Vermont State Colleges

- The Vermont State Colleges include five postsecondary institutions, three four-year institutions (Lyndon State College, Johnson State College, and Castleton State College), one two-year institution (Vermont Technical College), and 1 community college. There are no uniform admissions requirements for the Vermont State Colleges; admissions requirements vary by institution.

Feedback from Colleges to High Schools on Student Preparation

- There is no state policy mandating postsecondary institutions in Vermont to report back to high schools the academic performance of their graduates in college. However, because Vermont is a small state with a small number of high schools, the University of Vermont has been able to report back to high schools on an informal basis. For example, the university will provide high schools with performance data upon request or furnish an enrollment profile of students when meeting with high school counselors.

Statewide Merit Aid Programs

- The Vermont Honors Scholarship program was created by the Vermont General Assembly in 1965. The Scholarship provides a one time cash award of $100 to the top graduating senior at a high school. Approximately 85 students receive the award each year.

Future Initiatives

- Currently, there are no initiatives being considered or developed relating to these issue areas.

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Admissions Office, The University of Vermont. *Admissions Viewbook 1991-1992*. Burlington, VT: Author.

Admissions Requirements

- There are 15 four-year state-supported institutions in Virginia and the governing board of each institution determines its admissions requirements. Admission to any of the 23 community colleges requires a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- In 1989, the State Council of Higher Education collected college preparation data from all institutions and presented the data to the Virginia Department of Education to summarize in its *Division Outcomes Indicators Report*. Specifically, institutions reported the percent of freshmen not requiring remedial instruction and the percent of freshmen with a GPA greater than a 2.5. In addition to this information, this report contains high school achievement and work preparation data, and high school graduation rates. Although this report presents the information on a school district level, each high school receives an additional listing of their graduates performance as a group. Due to reporting difficulties, the Council was not able to release data to the Department of Education for the 1990-91 academic year, however, it does expect to have information available for the 1991-92 academic year and thereafter.

Statewide Merit Aid Programs

- Begun in 1984, the Virginia Scholars Program provides 45 high school and five community college students with a renewable $3,000 award that may be used at any four-year institution in the state, public or private. To be considered for an award, a student must be a Virginia resident, demonstrate scholarship and achievement in a secondary or postsecondary institution, and be enrolled or accepted to enroll for full-time study. Winners are selected through a two-stage review process, as described below. Each high school and community college in the state nominates one student who demonstrates academic achievement. In addition, semifinalists or finalists in either the National Merit Scholarship Program or the National Achievement Scholarship Program for Outstanding Negro Students may enter the competition. Approximately 1,200 applicants compete for the 50 awards each year.

- Recipients must pass two review committees. The first committee, composed of university admissions officers, reviews each student's full high school or college record and examines his GPA, curriculum, test scores, and extracurricular activities. This committee reduces the potential recipient pool to approximately 200 applicants. A second committee, composed of members of the State Council of Higher Education and the business community, selects the final 50 winners.

Future Initiatives

- The State Council on Higher Education has proposed the creation of a new merit aid program. The program would be designed for academically strong high school students with demonstrated financial need. Currently, a bill is being developed for the General Assembly's consideration.

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Admissions Requirements

- Prior to 1990, an applicant was eligible for admission into a four-year state institution with a minimum GPA of 2.5. However, since fall 1990, admissions requirements have been modified to now require a student to have a minimum GPA of 2.5 and be able to meet an admission index number. High school grades and test scores (SAT/ACT/Washington Pre-College Test) are weighted in a three to one ratio to produce an admissions index number. The minimum index number required for admission varies by institution.

- Students seeking admission to the University of Washington or Washington State University must have a minimum admissions index of 28. Students seeking admission to Central Washington University, Eastern Washington University, Western Washington University, and the Evergreen State College are required to have an admissions index of 13.

- As of 1991, students who are 25 and older and applying for admission to a four-year institution, may submit an essay, samples of their work, or be interviewed by a college official in lieu of submitting SAT or ACT scores.

- Effective fall 1992, students seeking admission as freshmen to a four-year institution must also complete the following high school course requirements in addition to meeting an admission index number:

Subject	Effective Fall 1992
English	4 years
Mathematics	3 years
Social Studies	3 years
Science (including 1 lab science)	2 years
Foreign Language	2 years
Fine, Visual, or Performing Arts	1 year

- Admission to a community college in Washington requires a high school diploma or GED.

Feedback from Colleges to High Schools on Student Preparation

- There is no state policy requiring or recommending that colleges report to high schools on the academic progress of their recent graduates in college. However, one institution, Central Washington University, is keeping high schools informed about their graduates.

- On a quarterly basis, Central Washington University mails a report with the following information to high schools: the student's entering (high school) GPA; a cumulative GPA for all students by class; and the number of credits being taken for all students by class.
- During workshops, counselors at high schools are given suggestions as to how their students might become better prepared for admission to Central Washington University.

Statewide Merit Aid Programs

- The Washington Scholars Program, established over 30 years ago, awards $100 to 100 high school seniors each year. To be eligible, a student must be a Washington high school graduating senior and must complete a two-level selection process. The first level examines test scores and recommendations from principals, and the second requires an interview.

Future Initiatives

- There are no new initiatives currently under consideration or being developed.

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Office of the Chancellor, University of Nevada System. (1991). *Summary of WICHE States' Resident Undergraduate Admissions Requirements for Public Four-Year Colleges and Universities*. Reno, NV: Author.

Admissions Requirements

- Students seeking admission to the four universities and the eight state colleges under the State College and University System of West Virginia (SCUSoWV) must earn a high school GPA of 2.0, receive a minimum composite score of 14 on the ACT, and complete the following high school courses:

Subject	Current Reqs.
English	4 years
Mathematics (Algebra I and above)	3 years
Laboratory Science	2 years
Social Studies	3 years
Foreign Language	2 years strongly recommended

- The course requirements were modified to their current status in 1985 and went into effect in the fall of 1990.

- Admission to the community colleges of the SCUSoWV requires the presentation of a high school diploma or GED. Additional requirements may be demanded for specific programs.

Feedback from Colleges to High Schools on Student Preparation

- The SCUSoWV is currently developing a feedback report that will provide high schools with the performance of their recent graduates during their fall semester at state postsecondary institutions. Measures that will be reported may include first semester GPA and retention rate after one semester. The SCUSoWV expects to issue the first report, using data from the freshman class of 1991, in spring 1992 and hopes to continue to issue this report to high schools on an annual basis.

Statewide Merit Aid Programs

- The SCUSoWV administers the Tuition and Fee Waiver Program, established in 1970, that waives tuition and fees at public institutions for students who have demonstrated academic achievement, athletic ability, or superior artistic talent. Students with financial need may also be eligible for an award. The program granted 2,507 awards in the 1990-91 academic year.

Future Initiatives

- In 1991, the West Virginia Legislature directed the governing boards of the state institutions to prepare institutional and statewide report cards that present the quality and performance of public higher education. The report cards will cover a wide range of areas in higher education including undergraduate, graduate, and professional student data as well as administrative information. Specific undergraduate data to be reported include: average scores of incoming freshmen and transfer student on the ACT or SAT; percentage of incoming freshmen enrolled in developmental classes; college GPA; graduation or completion rate for student body as a whole and for those students receiving athletic-related student aid; number and percentage and dollar value of tuition fee waivers; and whether such waivers were for athletic participation or academic merit. Data will be presented on an institutional level. While the report cards are being prepared for legislative use, high schools may receive copies of the report cards upon request.

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Admissions Requirements

- Although the governing board of each institution establishes the actual admissions requirements, the University of Wisconsin System sets minimum statewide requirements. These requirements include possessing a high school degree or GED, taking the ACT, and completing specified coursework.

- In 1989, in an effort to strengthen the academic preparation of high school students, the University of Wisconsin System added five academic electives to be completed in addition to the existing 11 units of academic courses required for admission. The following courses constitute the current minimum high school course requirements:

Subject	Current Reqs.
English	4 years
Mathematics	2 years
Natural Science	3 years
Social Science	2 years
Electives in any of the above areas	2 years
Electives in any academic area	3 years

Feedback from Colleges to High Schools on Student Preparation

- The College Readiness Reporting Study Program was developed by the American College Testing Corporation (ACT) and the Wisconsin Department of Public Instruction. Under this program, started in 1989, each high school receives a report on the academic performance of their students during the first semester of the freshman year.

- The data reported include high school class rank, ACT composite score, and college GPA at the end of the first semester. The data are presented as a series of crosstabulations, which enables high school teachers and administrators to determine how their students compare with other new freshmen in the system. Further, students who completed only the minimum required high school coursework are compared with those completing a more rigorous academic courseload.

- Beginning with the freshman class of fall 1992, reports will be expanded to cover second-semester freshmen.

Statewide Merit Aid Programs

- Implemented in the fall of 1990, the Academic Excellence Scholarship Program awards scholarships to the graduating high school senior with the highest cumulative GPA at each high school. The award pays tuition and fees at any state institution; the maximum value is $3,700, the amount necessary to attend the most expensive state institution. Currently in its second year, the program funds 800 scholars and costs approximately $1.5 million.

Future Initiatives

- The University of Wisconsin System has established a working group, composed of representatives from campuses across the system, to determine whether the math and natural science requirements should be increased. The group will report to the Vice President of Academic Affairs in April of 1992. Subsequently, the Vice President will assess feedback from the system colleges and will present a final recommendation to the University of Wisconsin System Board of Regents in the fall of 1992.

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Admissions Requirements

- Wyoming's public higher education system consists of the University of Wyoming and seven community colleges. Currently, there are no academic admissions standards apart from the possession of a high school diploma or GED and the submission of ACT or SAT scores for freshmen under 21 years of age.

- In 1988-89, the University of Wyoming and the community colleges met to develop a recommended college-preparatory curriculum for high school students. High school staff, faculty, and students also participated in these discussions. The result was a brochure, *Courses and Choices: Planning for High School*, which describes the recommended pre-college curriculum and outlines how it can be completed in four years of high school. Copies are distributed annually to ninth grade students and their parents.

Feedback from Colleges to High Schools on Student Preparation

- While assessment of freshmen course-taking performance and retention is an established practice at the University of Wyoming, it was not until 1989 that the university began to provide results to high schools. Specifically, the results compare the performance of each high school's graduates with that of all freshmen, all in-state freshmen, and all out-of-state freshmen. Beginning in the 1991-92 academic year, the perceptions of freshmen (attitudes about the quality of their high school academic preparation, their problems or success in college, and aspirations) will also be obtained and reported.

Statewide Merit Aid Programs

- Since 1920, the President's High School Honors Program has guaranteed at least one academically talented student from each high school in Wyoming a full tuition and fees scholarship at the University of Wyoming. Students are nominated by their high school principal and must submit ACT scores and have a GPA of 3.0 of higher. The ACT score becomes an important selection factor if there are many students from a high school with extremely high GPAs.

- The Trustees Superior Student Program, instituted in 1961, waives tuition, fees, and room and board at the University of Wyoming for 25 graduating high school seniors each year. The selection process is based entirely on a student's GPA and ACT test score. A minimum GPA of 3.0 and a minimum score of 25 on the ACT is required to be eligible for the program.

Future Initiatives

- In 1991, the state legislature enacted a statutory change that allows the university system to consider imposing admissions requirements. In response, discipline-centered coalitions, community colleges, and the University of Wyoming have drafted a model set of university admissions requirements. The University Trustees and staff, and the state school superintendent's office planned a series of public meetings across the state to discuss the draft model of admission standards and obtain reactions. The model, as drafted, proposes the following for Wyoming residents:

1. Regular admission to the University of Wyoming as a first-time freshman or a transfer student with fewer than 30 transferable hours, would require a prospective student to be a high school graduate with a high school GPA of 2.75 or higher, or a transfer student with a cumulative transferable college GPA of 2.0 or higher, and complete the following pre-college curriculum:

Subject	Effective 1995:
English (emphasis on writing)	4 years OR 3 years of English plus 2 years of a foreign language
Mathematics (Algebra I & II and Geometry)	3 years, 1 should be taken during the Senior year
Science (1 must be in physics or chemistry)	3 years
Cultural Context Electives (to be drawn from Social or Behavioral Science, Visual or Performing Arts, Humanities, or Foreign Language (if not already used for English requirement))	3 years

2. Conditional admission would be granted to high school graduates with a minimum high school GPA of 2.5 (or a GPA of 2.25 with an ACT score of at least 20) who did not lack more than two years of the pre-college curriculum, and no more than 1 deficiency from any of the four areas. These students would receive assistance at the university level.

3. Deferred admission would require a student to successfully complete 30 or more transferable hours at another accredited institution of higher education, with a cumulative transferable college GPA of at least a 2.0.

4. There is also a recommendation for an "Exception Window" or an exemption pool of 10 percent of the anticipated freshman class, for those students who do not qualify for admission through the regular or conditional admission process.

- This model will be brought before the Trustees of the University of Wyoming for a vote in May of 1992.
- A mandate by the 1991 state legislature has required the Wyoming Community College Commission to develop a system where all seven community colleges would report to high schools on the academic progress of their graduates in a two-year institution. The Commission has developed a system and hopes that it will be in place for the fall of 1992.

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SECTION TWO:

STATE-BY-STATE MATRIX

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Alabama										
Commission on Higher Education One Court Square Suite 221 Montgomery, AL 36197 (205) 269-2700	NA	NA	Varies by campus. See text for discussion.	No policy established.	None	NA	NA	NA	NA	Currently developing a program to provide high schools with progress information on first year freshmen.
Alaska										
Alaska Commission on Postsecondary Education P.O. Box FP Juneau, AK 99811 (907) 465-2854	NA	NA	Requirements are set by the governing board of each institution. See text for discussion.	No formal policy-weak activity at institutional level.	None	NA	NA	NA	NA	None
Arizona										
Arizona Board of Regents 2020 N. Central Avenue Phoenix, AZ 85004 (602) 225-4037	The Basic Competency requirement demanded only 1 year of mathematics, did not require laboratory sciences, and did not allow the combination of high school and college credit courses.	Current requirements effective fall 1990 for nonresidents and will go into effect for residents as of fall 1992.	Applicants must meet the General Aptitude and Basic Competency requirements. See text for specifics.	Formal policy-full implementation.	None	NA	NA	NA	NA	The Board of Regents is considering adding a foreign language requirement to current four-year requirements that would go into effect in the late 1990s.

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Arizona (continued)										
Community College Board 3225 North Central Century Plaza Suite 1220 Phoenix AZ 85012 (602) 225-4037	Two-year institutions: students under 18 without a high school diploma or GED could be admitted if they scored in the 90th percentile on the SAT or ACT.	1991	For students under 18 without a high school diploma or GED, the SAT and ACT scores were lowered to 930 and 22 respectively.							
Arkansas										
Department of Higher Education 114 East Capitol Street Little Rock, AR 72201 (501) 324-9300	In 1988, the Legislature set minimum ACT test scores: 17 on the English test and 16 on the Mathematics test; or 17 on the Composite test. Prior to 1988, public institutions established their own admissions requirements.	1990	The minimum ACT scores were increased to 19 on the English, Mathematics, and Reading components. The following curriculum was recommended: 4 years of English; 3 years of Mathematics; 2 years of Natural Science; 3 years of Social Science; and 1 year of Foreign Language.	Formal policy-full implementation.	Governor's Scholars Program	1983	3.6 high school GPA in core curriculum or 26 ACT score, and demonstrate leadership.	100 per year	$2,000	The Joint Interim Oversight Committee on Higher Education Reform of the Legislature is expected to discuss the number of students who require remedial instruction and mandating minimum standards for admission to college.

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
California										
California Postsecondary Commission 1020 12th Street 3rd Floor Sacramento, CA 95814 (916) 322-8010	NA	NA	The governing board of each university system sets its own requirements. See text for discussion.	No formal policy-established activity at institutional level.	None	NA	NA	NA	NA	None
Colorado										
Commission on Higher Education 1300 Broadway, 2nd Floor Denver, CO 80203 (303) 866-2723	No statewide requirements.	1986	State requires admissions index to be met. Additional requirements set by each institution. See text for discussion.	Formal policy-newly established.	Undergraduate Merit Program	1984	Academic achievement or exceptional athletic or artistic talent.	10,547 for the 1990-91 academic year.	Waives tuition and mandatory fees.	A collaborative is considering the establishment of statewide high school course requirements.
Connecticut										
Connecticut Department of Higher Education 61 Woodland St. Hartford, CT 06105 (203) 566-2325	NA	NA	Requirements set by Board of Trustees at individual institutions. See text for discussion.	No policy established.	None	NA	NA	NA	NA	None

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Delaware										
Delaware Higher Education Commission 820 North French Street 4th Floor Wilmington, DE 19801 (302) 577-3240	NA	NA	Admissions requirements set by the governing board at each institution. See text for discussion.	No policy established.	Diamond State Scholarship	1984	Score 1,100 on SAT or a 27 on the ACT and be in top quarter of high school class. Must also submit an essay.	55 in 1990-91 academic year. 38 in 1991-92 academic year. 25 expected for 1992-93 academic year.	$1,000	None
					B. Bradford Barnes Scholarship	1988	Score 1,100 on the SAT or a 27 on the ACT and be in top quarter of high school class. Must also submit an essay.	1 awarded each year.	Tuition, fees, and room and board at the University of Delaware.	
District of Columbia										
University of the District Columbia 4200 Connecticut Avenue, N.W. Washington, D.C. 20008	NA	NA	High school diploma or GED.	No policy established.	None	NA	NA	NA	NA	None

NA = Not Applicable.

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	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Florida										
Florida Post-secondary Education Planning Commission 210 Collins Building Tallahassee, FL 32399 (904) 488-7894	Four-year institutions: 4 years of English; 3 years of Mathematics; 3 years of Science; 3 years of Social Science; and 4 years of electives.	1987	Four-year institutions: 4 years of English; 3 years of Mathematics; 3 years of Science; 3 years of Social Science; 2 years of Foreign Language; and 4 years of electives. Students must also meet a sliding GPA and standardized test score requirement.	Formal policy-full implementation.	Florida Undergraduate Scholars' Fund	1981	Must fulfill at least one of the following: · a National Merit Scholarship finalist; · a National Achievement finalist; · earn a high school GPA of 3.5 and 1200 on SAT; · receive an International Baccalaureate Diploma; · four years of home-study and 1250 on SAT; or · receive Academic Scholar Certificate.	Approximately 9,000 awards granted in 1990-91.	$2,500	Considering the addition of other acceptable math courses to math admissions requirement. In 1992-93, an electronic student record system will be implemented statewide.

NA = Not Applicable.

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State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Florida (continued)										
					Challenger Astronauts Memorial Scholarships	1987	Must pursue education in liberal arts or teaching, earn a high school GPA of 2.8, and be in the top quartile of high school class.	20 public and 2 private high school students each year.	$4,000	
					Vocational Gold Seal Endorsement Scholarship Program	1991	Complete a high school vocational program, earning a 3.5 in vocational courses and a 3.0 overall.	900 awards in 1991-92.	$2,000	
Georgia										
Board of Regents of the University System of Georgia 244 Washington Street, SW Atlanta, GA 30334 (404) 656 2202	NA	NA	The state requires a high school diploma or GED, a minimum GPA, a high school course curriculum, and the submission of test scores. See text for discussion.	Formal policy-full implementation.	Governor's Scholarship Program	1985	Must be a Georgia Scholar.	For the 1991-92 academic year there were 151 awards.	$1,540	None

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Georgia (continued)										
					Extension to Governor's Scholarship Program	1991	Criteria extended to now include valedictorians, salutatorians, and STAR Students.	This added 399 recipients to the 151 who received awards under the 1985 criteria, bringing the total to 550 for the 1991-92 academic year.	$1,540	
Hawaii										
State Postsecondary Education Commission University of Hawaii 2444 Dole Street Honolulu, HI 96822 (808) 956-8213	NA	NA	Admissions requirements are set the Faculty Senate at each campus of the University of Hawaii. See text for discussion.	No formal policy-weak activity at institutional level.	Regents Scholars Program	1987	Students must have a 3.5 GPA, 1200 SAT, and rank in the top five percent of their graduating class.	20 per year	Approximately $5,340 per year ($2,000 per semester, a tuition waiver, and a one-time $2,000 travel grant).	None

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Idaho										
State Board of Education 650 West State Street #307 Boise, ID 83720 (208) 334-2270	4 years of English; 2 years of Math; 2 years of Natural Science; 2 1/2 years of Social Science; and 2 years of Humanities.	1991	4 years of English; 3 years of Math; 3 years of Natural Science; 2 1/2 years of Social Science; 1 year of Humanities; and 1 1/2 years of Other College Preparation. Students must also submit test scores.	Formal policy-weak implementation.	State of Idaho Scholarships	1974	Student must maintain at least a 3.0 GPA and be an Idaho high school graduate.	Approximately 100 new and continuing.	$2,500	None

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Illinois										
Board of Higher Education 500 Reisch Building 4 West Old Capitol Square Springfield, IL 62701 (217) 782 2551	Currently, there are no statewide requirements in place.	Established in 1989 by General Assembly to be effective fall 1993.	For fall 1993: 4 years of English; 3 years of Math; 3 years of Science; 3 years of Social Studies; and 2 years of Electives. A flexibility provision allows universities to establish requirements which redistribute up to 3 of the 15 units. Community colleges will have comparable requirements by 1993 for those students applying for a baccalaureate transfer program.	Formal policy-full implementation.	Illinois Merit Recognition Scholarship	1986	Eligible students must be in the top 5 percent of their class at the end of the 7th high school semester or the fall of the senior year.	For 1990-91 academic year, 2,593 recipients.	$1,000	None

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Indiana										
Commission for Higher Education 101 West Ohio Street, Suite 500 Indianapolis, IN 46204 (317) 232-1900	NA	NA	Admissions requirements are set by each institution's Board of Trustees. See text for discussion.	No formal policy-weak activity at institutional level.	Hoosiers Scholars Program	1981	Top 20 percent of graduating class.	791 for 1991-92 award period.	$500	None
Iowa										
State Board of Regents Old Historic Building Des Moines, IA 50319 (515) 281-3934	NA	NA	Board of Regents requires students to be in the top one-half of their graduating class. Additional requirements are set by the three state university systems. See text for discussion.	No formal policy-established activity at institutional level.	State of Iowa Scholarships	1965	Students chosen on basis of ACT scores and class rank. Amount of award determined by high school academic units completed in specific subject areas.	Approximately 2,000 annually.	$400	None
Kansas										
Kansas Board of Regents Capitol Tower Suite 609 400 S.W. 8th Street Topeka, KS 66603 (913) 296-3517	NA	NA	Admission to state universities or community colleges with diploma or GED.	No policy established.	Vocational Education Scholarship	1987	Score in top 100 on Differential Aptitude Test.	For 1990-91, 80 recipients.	$405	General Assembly developing a bill to establish admission standards.

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Kentucky										
Council on Higher Education West Frankfort Office Complex 1050 U.S. 127 South Suite 101 Frankfort, KY 40601-4395 (502) 564-3553	Current Reqs. 4 years of English; 3 years of Math (Algebra I or II, Geometry, and an elective); 2 years of Science (Biology, Chemistry, or Physics; and an elective); and 2 years of Social Studies.	1991	Effective 1995 4 years of English; 3 years of Math (Algebra I and II, Geometry); 2 years of Science (Biology and either Chemistry or Physics); and 2 years of Social Studies.	Formal policy-newly established.	None	NA	NA	NA	NA	General Assembly has discussed development of merit aid program.

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Louisiana										
Board of Regents 150 Riverside Mall, Suite 129 Baton Rouge, LA 70801 (504) 342-4253	NA	NA	There are no statewide admissions requirements beyond the requirement of a high school diploma or GED. See text for discussion.	Formal policy-full implementation.	T.H. Harris Scholarships	1940	Students must have a high school GPA of 3.0, and must submit ACT scores.	1,700 awards in 1991-92.	$400/year	None
					High School Rally Scholarships	1971	Winners of the High School Rally Literacy Contest are awarded.	23 awards in 1991-92.	$500	
					Rockefeller State Wildlife Scholarships	1981	Students must be pursuing courses of study in Wildlife, Forestry, or Marine Science, have a minimum high school GPA of 2.5, and must submit ACT scores.	60 awards in 1991-92.	$1,000/year	
Maine										
University of Maine System 107 Maine Avenue Bangor, ME 04401 (207) 947-0336	NA	NA	Varies by campus from open admissions to fairly selective.	No policy established.	None	NA	NA	NA	NA	None

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Maryland										
Maryland Higher Education Commission 16 Francis Street Annapolis, MD 21401 (301) 974-2971	Prior to Consolidation of University of Maryland and State Board of Trustees institutions, each institution had own requirements.	1988	Effective fall 1992: 4 years of English; 3 years of Social Studies; 2 years of Science; 3 years of Mathematics; and 2 years of Foreign Language.	Formal policy-newly established.	The Distinguished Scholar Program	1979	Academic excellence or exceptional artistic talent.	350 per year	$3,000	None
Massachusetts										
Massachusetts Higher Education Coordinating Council One Ashburton Place Room 1401 Boston, MA 02108 (617) 727-7785	NA	NA	Students must meet the Coursework Unit Requirements and the Admissions Eligibility Index. See text for discussion.	No policy established.	None	NA	NA	NA	NA	None

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Michigan										
State Department of Education P.O. Box 30008 Lansing, MI 48909 (517) 373-3820	Current Reqs: Public four-year universities have ACT or SAT test scores and GPA requirements. Requirements are set by individual institutions.	1991	As of fall 1995: 4 years of English; 3 years of Mathematics; 2 years of biological and physical sciences; and 3 years of History and Social sciences. Course recommendations include: 3 years of foreign language; 1 year of computer literacy; and 2 years of fine and performing arts.	Formal policy-full implementation.	None	NA	NA	NA	NA	None

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Minnesota										
Minnesota Higher Education Coordinating Board Suite 400 Capitol Square Building 550 Cedar Street St. Paul, MN 55101 (612) 296-9665	NA	NA	The governing board of each institution sets its own requirements. See text for discussion.	No formal policy-established activity at institutional level.	None	NA	NA	NA	NA	Commission on Postsecondary Education recommends two-year systems to adopt preparation standards and recommends that financial aid should be based on academic performance as well as need. MSUS Board of Directors establishing systemwide database to monitor impact of admission policies. Board will also review admission policies in May 1997.

NA = Not Applicable.

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State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Mississippi										
Board of Trustees of State Institutions of Higher Learning 3825 Ridgewood Road Jackson, MS 39211-6453 (601) 982-6611	The current requirements are 4 years of English; 3 years of Math; 3 years of Science; 2 1/2 years of Social Sciences; and 1 year of required electives.	Decision to change requirement occurred in early 1991, with new requirements in effect by Fall 1995.	As of fall 1995: 4 years of English; 3 years of Math; 3 years of Science; 3 years of Social Studies; 2 years of Advanced Electives; 1/2 year of Computer Applications; and some 8th grade units will be accepted.	No policy established.	None	NA	NA	NA	NA	None

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Missouri										
Coordinating Board for Higher Education 101 Adams Street Jefferson City, MO 65101 (314) 751-2361	State did not recommend a high school curriculum for admission to a four-year institution.	1991	State currently recommends a high school curriculum for admission, however, each institution sets its own requirements. See text for discussion.	Formal policy-full implementation.	Higher Education Academic Scholarships	1987	Must score in the top 3 percent of SAT or ACT test-takers.	Approximately 5,000 per year	$2,000	Currently, the Task Force on Critical Choices for Higher Education is assessing the future of higher education in Missouri. Among issues to examine are access to post-secondary education and how to prepare students for college.

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Montana										
Montana University System 33 South Last Chance Gulch Helena, MT 59620 (406) 444-6570	Open admissions	1986	Effective fall 1990: entering freshmen must meet the minimum course requirements and satisfy one of the following conditions: a 2.5 GPA; a 20 ACT or 800 SAT score; or rank in the upper half of their graduating class. See text for discussion.	No formal policy-weak activity at institutional level.	High School Honors Scholarship Program	1949	Highest ranking students in graduating class as determined by principal.	One scholarship per each group of 25 students, or major fraction thereof, in a graduating class.	Approximately $1,500; the cost of in-state tuition and registration fees.	Commission of Higher Education is considering increasing admissions requirements to improve academic standards and partially due to fiscal constraints.
					Honors Scholarship for National Merit Scholarship Semifinalists	1978	National Merit Scholarship semifinalist	One scholarship per each group of 25 students, or major fraction thereof, in a graduating class.	Approximately $1,500; the cost of in-state tuition and registration fees.	Commission of Higher Education is convening a task force to study outcome assessments and the development of feedback systems.

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Nebraska										
Nebraska Coordinating Commission for Postsecondary Education 6th Floor Capitol Building P.O. Box 95005 Lincoln, NE 68509 (402) 471-2847	NA	NA	Admissions requirements are determined by each institution. See text for discussion.	No formal policy-weak activity at institutional level.	None	NA	NA	NA	NA	New Coordinating Commission on Postsecondary Education established in January 1992. Commission will develop statewide plan that will address issues including the establishment admission standards.

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Nevada										
University of Nevada System 2601 Enterprise Road Reno, NV 89512 (702) 784-4905	GPA of 2.3, submit test scores	1989	GPA of 2.3, submit test scores, and complete the following high school courses: 4 years of English; 3 years of Mathematics; 3 years of Natural Science; 3 years of Social Studies; and 1/2 year of Computer Literacy.	Formal policy-full implementation.	None	NA	NA	NA	NA	None
		1991	Effective fall 1993: high school GPA of at least 2.5 will be required.							
New Hampshire										
New Hampshire Postsecondary Education Commission Two Industrial Park Drive Concord, NH 03301-8512 (603) 271-2555	NA	NA	The governing board of each institution sets its own requirements. See text for discussion.	No policy established.	None	NA	NA	NA	NA	None

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
New Jersey										
Department of Higher Education 20 West State Street CN542 Trenton, NJ 08625 (609) 292-7170	NA	NA	Requirements set by each institution. See text for discussion.	Formal policy-full implementation.	Garden State Scholars Program	1977	Top 20 percent of class and 1000 SAT score by end of junior year.	2,364 new awards for 1992-93.	$500	None
					Edward J. Bloustein Distinguished Scholars Program	1984	Top 10 percent of class and 1200 SAT; or rank 1st, 2nd, or 3rd in class.	3,427 new awards for 1992-93.	$1,000	
					Urban Scholars Program	1988	3.0 GPA; rank in top 10 percent of high school class; high school must be located in an urban or economically depressed area.	795 new awards for 1992-93.	$1,000	

NA = Not Applicable.

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	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
New Mexico										
New Mexico Commission on Higher Education 1068 Cerillos Road Santa Fe, NM 87501-4295 (505) 827-7383	State did not recommend a high school curriculum for admission to a four-year institution.	1988	State currently recommends a high school curriculum for admission, however, each institution set its own requirements. See text for discussion.	Formal policy-weak implementation.	None	NA	NA	NA	NA	New elementary/secondary database being developed. Commission wants to re-design current postsecondary database to include academic performance measures.

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
New York										
State Education Department Albany, NY 12065 (518) 474-5851	NA	NA	Admissions requirements set by the Board of Trustees of the SUNY and CUNY systems for both two- and four-year institutions. See text for discussion.	No formal policy-weak activity at institutional level.	None	NA	NA	NA	NA	CUNY and the New York City Public School System are developing a College Preparatory Initiative (CPI) program to strengthen the minimum high school course requirements. SUNY has commissioned a task force to identify base knowledge that would assure academic success in college. SUNY intends to start providing high schools with the name and general academic standing of their students.

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
North Carolina										
University of North Carolina General Administration P.O. Box 2688 Chapel Hill, NC 27515 (919) 962-1000	Each constituent institution of the University of North Carolina establishes its own admissions requirements.	1990	In addition to institutional requirements, the Board of Governors established minimum high school course requirements. See text for discussion.	Formal policy-full implementation.	None	NA	NA	NA	NA	None
North Dakota										
North Dakota University System State Capitol Building Bismarck, ND 58505 (701) 224-4114	High school diploma or GED.	1990	Effective fall 1993: 4 years of English; 3 years of Mathematics; 3 years of Science; 3 years of Social Studies; Algebra II and a foreign language are recommended, though not required.	Formal policy-newly established.	Scholars Program	1987	Score in the upper 95th percentile of the ACT and a class rank in the upper 20 percent.	50 new awards	Varies according to the cost of tuition at state institutions.	None

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Ohio										
Ohio Board of Regents 30 E. Broad Street 36th Floor Columbus, OH 43266-0417 (614) 466-6000	NA	NA	Each institution is solely responsible for establishing admissions requirements.	Formal policy-full implementation.	Ohio Academic Scholarship Program	1977-78 academic year.	Eligible students are those graduating seniors with the 5 highest GPAs at each high school. Students must also take the ACT.	1,000 per year	$1,000	None
Oklahoma										
State Regents for Higher Education 500 Education Building State Capitol Complex Oklahoma City, OK 73105 (405) 524-9100	Comprehensive universities: completion of curricular requirements and rank in the top 50 percent in ACT scores, class rank, or GPA. Regional Universities: completion of curricular requirements and rank in the top 66 percent in ACT scores, class rank, or GPA.	In 1988, the State Regents established new admissions requirements with implementation commencing in 1990 and completed by 1992 for comprehensive universities and 1993 for regional universities.	For 1992: Comprehensive universities: must meet curricular requirements and rank in top one-third in test scores and rank. GPA will correspond to rank. For 1993: regional universities: must meet curricular requirements and rank in top one-half in test scores and class rank. GPA will correspond to rank.	Formal policy-full implementation.	Oklahoma State Regents Academic Scholars Program	1988	Must be a National Merit Scholar, a National Achievement Scholar, a National Hispanic Scholar, or a Presidential Scholar, score at or above the 99.5 percentile on the ACT (or SAT).	271 new awards in 1991-92.	$4,500	None

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Oregon										
Oregon State System of Higher Education P.O. Box 3175 Eugene, OR 97403 (503) 346-5729	NA	NA	The state requires a 14-unit subject requirement, a minimum GPA, and the submission of test scores. See text for discussion.	Formal policy-full implementation.	Oregon Minority Enrollment Initiative Program	The subprogram directed at first-time freshmen was established in fall 1987.	Each institution individually determines which students will receive an award but eligible students must demonstrate academic merit.	Approximately 550 annually.	Tuition and fees waived for up to 5 years at a public four-year institution.	None
					Oregon Laurels Program	1990	Each institution individually determines which students will receive an award but eligible students must demonstrate academic merit.	Over 1,000 students have received awards since the program's inception.	Tuition and fees waived for up to 5 years.	
Pennsylvania										
Pennsylvania Division of Postsecondary Education Services Department of Education 9th Floor 333 Market St Harrisburg, PA 17126 (717) 783-8228	NA	NA	Universities set their own admissions requirements. See text for discussion.	No policy established.	None	NA	NA	NA	NA	None

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Rhode Island										
Office of Higher Education 301 Promenade Street #208 Providence, RI 02908 (401) 277-2685	NA	NA	Admissions requirements are determined by the governing board of each institution. See text for discussion.	No formal policy-weak activity institutional level.	None	NA	NA	NA	NA	None
South Carolina										
South Carolina Commission on Higher Education 1333 Main Street Suite 300 Columbia, SC 29201 (803) 253-6260	NA	NA	The state requires the completion of a specified high school curriculum. Additional requirements are set by individual institutions. See text for discussion.	Formal policy-full implementation.	Palmetto Fellows Program	1987	11th graders who demonstrate academic achievement through PSAT scores, letters of recommendations, and leadership skills.	Approximately 40-50 each year.	$5,000: $2,500 comes from the state and 2,500 is matched by the institution.	Evaluation of feedback system underway. New law requiring annual performance reports for two- and four-year institutions.

NA = Not Applicable.

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State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
South Dakota										
South Dakota Board of Regents 207 East Capitol Avenue Pierre, SD 57501-2408 (605) 773-3455	NA	NA	The Board of Regents requires the completion of a college preparatory curriculum. Additional requirements are set by each institution. See text for discussion.	No policy established.	Superior Scholars Scholarship	1984	National Merit Semifinalist	60 in the 1990-91 academic year.	$1,500 (amount is modified by campus)	Board of Regents is reviewing admissions requirements. Plans to implement a systemwide feedback system at the individual student record level.
Tennessee										
Tennessee Higher Education Commission Parkway Towers Suite 1900 404 James Robertson Parkway Nashville, TN 37243-0830 (615) 741-7572	1985: 4 years of English; 2 years of Math; 1 year of Social Studies; 1 year of Economics and Health; and 1 year of Physical Education.	1985	Effective Fall 1993: 4 years of English; 2 years of Math; 1 year of Advanced Math; 2 years of Natural Science; 1 year of U.S. History; 1 year of Social Studies; 2 years of Foreign Language; and 1 year of Visual/ Performing Arts.	Formal policy-full implementation.	Tennessee Academic Scholars Program	1985	Scholarship program is aimed at those students who are in the top 10 percent of the state.	100 awards annually	$4,000	Education Improvement Act will implement the 21st Century Challenge Plan.

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Texas										
Texas Higher Education Coordinating Board P.O. Box 12788 Austin, TX 78711 (512) 483-6111	NA	NA	Institutions set their own admissions requirements. See text for discussion.	Formal policy; full implementation.	Highest Ranking High School Graduate State Tuition Exemption	1933	Must be highest ranking graduate of accredited Texas high school.	845 for 1990-91 academic year.	Exemption from tuition for two semesters of the first regular session at public colleges and universities.	None
					Outstanding Rural Scholarship Recognition and Forgiveness Loan Program	1989	Top 25 percent of high school class or have at least a 3.0 GPA in a post-secondary institution; agree to enroll in a health-related program of study at least half of the time, and be sponsored by a community in a non-metropolitan county.	11 awards for 1991-92 academic year.	Students total educational expenses (including a local match).	
Utah										
Utah System for Higher Education 3 Triad Center Suite 550 Salt Lake City, UT 84180 (801) 538-5247	NA	NA	Each university sets its own admissions requirements. See text for discussion.	No policy established.	None	NA	NA	NA	NA	None

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
Vermont										
Higher Education Planning Commission 109 State Street Montpelier, VT 05602 (802) 828-2376	NA	NA	Admissions requirements set by the governing board of each institution. See text for details.	No formal policy-weak activity at institutional level.	Vermont Honors Program	1965	Top graduating senior at high school.	85 annually	$100	None
Virginia										
State Council of Higher Education 101 North 14th Street 9th Floor Richmond, VA 23219 (804) 225-2629	NA	NA	Each institution sets its own admissions requirements. See text for discussion.	Formal policy-weak implementation.	Virginia Scholars Program	1984	Recipients based on GPA, test scores, curriculum, and extracurricular activities.	50 awards, 45 for high school students and 5 for community college students.	$3,000	Proposed establishment of a new merit program designed for academically strong students with financial need.

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Washington										
Higher Education Coordinating Board 917 Lakeridge Way GV-11 Olympia, WA 98504 (206) 586 6734	Minimum GPA of 2.5 for admission into a four-year institution.	1990	Minimum GPA of 2.5 plus an admission index number. Minimum admissions index number required for admission varies by each institution.	No formal policy-weak activity at institutional level.	Washington Scholars Program	Over 30 years ago.	Graduating seniors from a Washington high school are selected on test scores, principal's recommendations, and interviews.	100 per year	$100	None
		1991	Students 25 and older who are applying to a four-year institution, may submit an essay, samples of their work, or be interviewed in lieu of submitting SAT or ACT scores. Effective fall 1992: students must also complete, a college preparatory curriculum. See text for discussion.							

NA = Not Applicable.

	Admissions Requirements				Merit Aid Programs					
State	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements	Feedback System	Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	Future Initiatives
West Virginia										
State College and University System of West Virginia 1018 Kanawha Boulevard East Charleston, WV 25301 (304) 348-2736	NA	NA	Four-year institutions: high school GPA of 2.0 or higher, ACT of 14 or above, and 4 years of English; 3 years of Math; 2 years of Laboratory Science; and 3 years of Social Studies.	Formal policy-newly established.	Tuition and Fee Waiver Program	1970	Academic achievement, athletic ability, or artistic talent.	2,507 for the 1990-91 academic year.	Cost of tuition and fees at state public institution.	Institutional and statewide report cards being developed.
Wisconsin										
University of Wisconsin System 1708 Van Hise Hall Madison, WI 53706 (608) 262-8778	The prior requirements included: 4 years of English; 2 years of Math; 3 years of Natural Science; 2 years of Social Science.	Fall 1989	The current requirements: 4 years of English; 2 years of Math; 3 years of Natural Science; 2 years of Social Science; 2 years of electives in of the above areas; 3 years of electives in any academic areas.	Formal policy-full implementation.	Academic Excellence Scholarship Program	Fall 1990	Scholarships are awarded to the graduating senior with the highest cumulative GPA at each high school.	Approximately 400 new scholarships are awarded each year.	$3,700	The University of Wisconsin System is currently determining whether to increase the Math and Natural Science requirements. A final decision is expected in the fall of 1992.

NA = Not Applicable.

State	Admissions Requirements			Feedback System	Merit Aid Programs					Future Initiatives
	Prior Admissions Requirements If Changed Since 1986	Date of Change	Current Admissions Requirements		Statewide Merit Aid Programs	When Initiated?	Student Eligibility Criteria	Number of Awards	Maximum Award	
Wyoming										
University of Wyoming Laramie, WY 82071 (307) 766 3006	No academic admission standards beyond a high school diploma are currently in effect.	In 1991, the state legislature directed a Public Act that allows the university system to impose admissions requirements.	Under consideration: 4 years of English; 3 years of Math; 3 years of Science; and 3 years of Cultural Context Electives. Recommendations to be voted on in May of 1992.	Formal policy-full implementation.	President's High School Honors Program	1920	Must have minimum GPA of 3.0, ACT scores submitted but only considered with competitive high schools.	750 awards in the 1990-91 academic year. However, there is always at least 1 award in every high school in the state.	Full tuition and fees for four years.	As a result of a mandate from the 1991 State Legislature, the Community College Commission is developing a reporting system that provides high schools with information on the academic progress of their graduates in community college. The commission hopes to have this system in place for the fall of 1992.
					Trustees Superior Student Program	1961	Minimum GPA of 3.0 and minimum ACT score of 25.	25 awards each year.	Full tuition, fees, room and board for four years.	

NA = Not Applicable.

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ADDITIONAL REFERENCES

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